

**Curriculum of Masters in Journalism and Mass  
Communication  
Centre for Journalism and Mass Communication  
Visva-Bharati**

**Programme:** Masters in Journalism and Mass Communication

**Bhavana:** Vidya-Bhavana, Visva-Bharati

**Centre:** Centre for Journalism & Mass Communication

**Duration:** 2 years

**Number of Semesters:** 4

**Total Marks:** 1200

**Marks per Semester:** 300

**Semester wise credit distribution:** 24 credits per Semester

**Pass percentage per paper of 50 marks (Semester-end Examination and Internal Assessment together):** 40%

**Programme Character:** Taught and self-learned in the classroom, field, and laboratory with an emphasis on a holistic-reductionist pedagogical approach. There will be a reductionist emphasis on individual courses, there will also be a connected existence of communication principles and practices at the interface of courses within the programme. While the first two semesters will focus on theory-informed skill and knowledge training for the communication and media industries, the third and fourth semesters will emphasise research with specialisations, allowing students to develop core competence as well-rounded communicators through the in-depth application of research aptitude and skill. This emphasis on research at the post-graduation level is in line with the goals of NEP 2020. The specialisations will also help the students to strengthen their professional skills in tune with their career choice and area of interest.

**Credit pattern:**

Weekly theory class of 1 hour for 1 credit

Weekly tutorial of 1 hour for 1 credit

Weekly practical class of 2 hours for 1 credit

Weekly guided field work of 2 hours for 1 credit

**Vision:**

The Centre for Journalism and Mass Communication (CJMC) was established by Visva-Bharati, a central university and an Institute of National Importance in India, on April

29, 2000, with a PG Diploma Course in Journalism and Mass Communication. The two-year PG course at CJMC was started in 2003.

This Centre is focused on fulfilling the guidelines laid down in the Visva-Bharati Act, 1951. Especially focussing on studying "the mind of man in its realization of different aspects of truth from diverse points of view" and seeking "to realize in a common fellowship of study the meeting of the East and the West and thus ultimately to strengthen the fundamental condition of world peace through the establishment of free communication of ideas between the two hemispheres" (Sec. 5A, Visva-Bharati Act 1951, pp.13). These guidelines were laid down by Rabindranath Tagore as 'objects' (Sec. 5A, Visva-Bharati Act 1951) when he founded Visva-Bharati in 1921. CJMC aims to fulfil these objects in its 2-year master's programme.

### **Mission:**

In 2003-2004, the Centre's shaping year, a full-fledged two-year Master of Arts (MA) programme in Journalism and Mass Communication was introduced in order to keep up with emerging global trends in the arts, social sciences, and communication disciplines. To keep up with the changing times, the curriculum was restructured in 2010 and 2018 to include numerous new components. Now that the New Education Policy, 2020 promotes a research-oriented and holistic approach to education, the new curriculum has been revised with the following characteristics in mind:

- Training of young minds in harnessing the trans-disciplinary phenomenon of communication.
- Inculcating research acumen among the young communication professionals.
- A to-and-fro movement between holistic and reductionist pedagogy to realise the interdependence and connectedness among various disciplines within the media field.
- Skill and integrated personality-building exercises.
- Developing a society-responsive and industry-intensive inertia among learners

## Semester Break-up Outline

### First Year

### Semester I

Code	Course Title	Contact Hours Per Week				Credit
		Lecture	Tutorial	Project/Practical/Field-Work/ Term-paper	Total	
I	Communication Theory and Practice	3	1		4	4
II	Fundamentals of Journalism	2	-	4	6	4
III	Media Organization Management, Ethics and Laws	3	1		4	4
IV	Visual Communication and Photo Journalism	2		4	6	4
V	Advertising	2	0	4	6	4
VI	Public Relations & Personality Development	2		4	6	4
		14	2	16	32	24

## Semester II

Code	CourseTitle	Contact Hours Per Week				Credit
		Lecture	Tutorial	Project/Practical/ Field-work/Term-paper	Total	
VII	Fundamentals of Development Communication	3	1		4	4
VIII	Audio Production	2		4	6	4
IX	Television Production	2		4	6	4
X	OnlineMedia	2		4	6	4
XI	Film Appreciation	3	1		4	4
XII	Indian Culture, Knowledge Traditions and Indigenous Media	2		4	6	4
		14	2	16	32	24

**Second Year  
Semester III**

Code	Course Title	Contact Hours Per Week				Credit
		Lecture	Tutorial	Project/ Practical/ Field-work/ Term-paper	Total	
XIII	Communication Research Theory	3	1		4	4
XIV	Communication Research Practical	0	4	4	8	4
XV	*Specialization Paper I	Depends on the specialization choice				4
XVI	*Specialization Paper II					4
XVII	*Specialization Paper III					4
XVIII	*Specialization Paper IV					4
						24

**\*Specialisation Papers:**

- A. Communication Design and Aesthetics
- B. Advanced Development Communication
- C. Gender, Media and Society
- D. Indian Communication Thought & Practice
- E. Advanced Media Organization Management
- F. Science and Health Communication
- G. Advance Audio-Visual Production
- H. Advance Online Media and Mobile Journalism
- I. Political Communication & Global Media
- J. Digital Media Creative

### Semester IV

Code	Course Title	Contact Hours Per Week				
		Lecture	Tutorial	Consultation/Field Work/ Project/Dissertation/Practical	Total Hour	Credit
XIX	Dissertation - Review of Literature	0	0	8	8	4
XX	Dissertation –Methodology & Data Collection	0	0	8	8	4
XXI	Dissertation– Analysis&Findings	0	0	8	8	4
XXII	Dissertation -Report Writing	0	0	8	8	4
XXIII	Outreach	0	0	4	4	4
XXIV	Self-initiated Internship/ Project/ Entrepreneurship	0	0	0	0	4
		0	0	36	36	24

**Detailed Semester Break-up**  
**Semester I**  
**Total - 24 Credits/300 Marks**

**Semester I**

**Paper I: Communication Theory and Practice (4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10**

**End Semester Written Examination: 40**

**Objective:** To inform and educate students about the evolving nature of communication development in the sector for realizing the phenomenon of communication to its fullest.

**Pedagogy:** Instruction in first 2 units will be experiential learning based along with theoretical exposition and practical exercises. Third and fourth units will be taught in theory-practice blended mode comprising comparison and demonstration through practical exercises. Semester end evaluation will be theoretical. Course teacher/s may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Learning outcomes:**

- Realize application of communication in all spheres of human activity;
- Sensitization about the trans-disciplinary position of Communication;
- Improve one's communication capability with enhanced consciousness about context, culture and self-control.

**Group A: Introduction to Communication (2 credits/25 marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 20**

**Unit I: Overview**

- Phenomenon & function of Communication
- Ontology of Communication: All types (from Intra-personal to Mass, Self-Communication and Machine communication) and traits in differentiating aspects
- General comparison of Bharatiya Perspective with the Western and Other Asian perspectives
- Human communication: cognitive process; Understanding changing contexts - DigitalAge communication realities

## **Unit II: Media Literacy and Practicing Communication**

- How Media works: Truth, Fact, Bias, Agenda setting, Priming & framing, counter-framing & indexing
- Practice for identifying variance in presentation and representation for three levels: as reader/viewer/prosumer, as gatekeeper, as producer of content
- Observing communicative behaviour, Self-development as communicator, situational response analysis
- 'Interplay between folk communication, classical communication and Tech-media communication'

### **Group B: Communication & Media Theories\* (2 credits/25 marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 20**

## **Unit III: Basic Theoretical Outline**

- Process school vs. Phenomenon school; Western and Bharatiya Semiotics
- Evolution of communication theories - Bharatiya Speech theories, Mass society theories, limited effects paradigm, digital media theories
- Critical and Cultural theories - Political economy, Frankfurt school, Ideology, Hegemony, Globalization

## **Unit IV: Advanced Theoretical Concepts**

- Decolonialism and Holism
- Post-structuralism and post-modernism
- Politics of representation, politics of realism, politics of aesthetics
- New subjectivities, performance, spectacle

**\*Students have to develop and present their own theoretical assumption based on observation as group project which will be part of internal evaluation**

### **Recommended Readings:**

- Communication Theory: Eastern and Western Perspective by D. Lawrence Kincaid. Academic Press
- Communication Theory: The Asian Perspective by Wimal Dissanayake. AMIC
- Bhattacharya, Loha Choudhury, Rao. (2023). Natyashastra: A Study on Continuity and Progress of Indian Communication Theorising and Praxis, Motilal Banarasidas, New Delhi
- Mass Communication Today by Subir Ghosh. Sishu-Sahitya Samsad



- Communication Power by Manuel Castells. Oxford University Press
- Media & Communication Practices & Issues by M. Chatterjee& B. L. Choudhury. SB Enterprise Publishers and Journal articles given by the course teacher.
- Communication and Culture by Alfred G. Smith
- Media and Communications in the Third World by Zahid Hussain, Vanita Ray
- The Evolution of Popular Communication in Latin America (2021) by Ana Cristina Suzina, Palgrave Macmillan Publishers
- Media Cultures in Latin America Key Concepts and New Debates (2021) Edited by Anna Cristina Pertierra, Juan Francisco Salazar. Routledge Publisher
- McQuail's Media and Mass Communication Theory by Denis McQuail and Mark Deuze, Sage
- Mass Communication Theory: Foundations, Ferment, and Future by Stanley J. Baran and Dennis Davis, Wadsworth Publishing
- Understanding Media Theory by Kevin Williams, Bloomsbury

**Paper II: Fundamentals of Journalism (4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End semester Written Examination: 20 Marks**

**End semester Practical: 20 Marks**

**Objective:** This paper aims to equip the students with primary understanding of the crucial concepts of journalism which is essential for all forms of media. The paper combines theoretical understanding along with practical implementation of the concepts simultaneously. The paper enhances professional skills and trains students in industry-oriented software increasing their employability.

**Pedagogy:** Classroom interaction based on media content and product dynamics in mass media, followed by practical journalism exercises. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Learning Outcomes:**

- The students will develop basic news sense and understanding of news
- The students will develop skills for news gathering, news writing and news editing
- The students will learn from practice by engaging themselves in various roles for lab journal development, designing and publication

**Group A: Journalism Theory**  
**(2 Credits/ 25 Marks)**  
**Internal Assessment: 5**  
**End Semester Written Examination: 20**

**Unit I: Reporting & Writing**

- Development of print journalism in India
- News sense development Types of reporting and news
- Sources, Researching, interviewing
- News writing structures

**Unit II: Editing and Designing**

- Fundamentals of news editing
- Headline and summary
- Newspaper Design and Layout Elements, Principles
- Software for newspaper layout and designing

**Group B: Print Journalism Practical**  
**(2 Credits/ 25 Marks)**  
**End Semester Practical Examination: 25**

**Practical:** The end-semester evaluation (viva) will be based on the news reporting, writing, editing and designing of a students' lab journal.

The reports must be approved by the course teacher(s).

The end-semester evaluation will be done by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry experts.

**Recommended Readings:**

- The Journalists Handbook by M.V. Kamath (Vikas Publishing House)
- News Reporting and Editing by K.M. Srivastava (Sterling Publishers)
- The Media Student's Handbook by G. Branston and R. Stafford (Routledge Publishers)
- Understanding Journalism by Lynette Sheridan Burns (Sage Publications)
- Newspaper Journalism: A Practical Introduction by Susan Pape & Susan Featherstone (Sage Publications)
- Practical Journalism by P.K. Menon (Aavishkar Pub.)
- Journalism Writing Techniques by M.H. Syed (Anmol Publications Pvt. Ltd. New Delhi)

- Handbook of Journalism and Mass Communication by Vir Bala Aggarwal and B.S. Gupta (Concept Publishing Company)
- Global Perspectives on Modern Media and Journalism by M.K. Joseph (Anmol Publications Pvt. Ltd., New Delhi)
- Women in World Journalism (2006) by Mona Lisa Jena (Pointer Publishers)
- News Reporting and Editing (2007) by Jan R Hakemulder, Fay Ac De Jonge, P.P. Singh (Anmol Publishers)
- The Making of an Editor (1999) by Rahul Mudgal (Sarup& Sons.)
- Journalism, Language and Expression (2005) by Nayar Shamsi (Anmol Publications Pvt. Ltd., New Delhi)

**Paper III: Media Organization Management, Ethics and Laws (4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Objective:** The paper introduces the basics of working and structure of a media organization. Understanding the people and their functional roles forms the foundation of this paper. Besides, the inclusion of media laws and ethics helps understand the aspects which a media related audience must take into consideration for acquiring a holistic view on the functioning of the media industry.

**Pedagogy:** All units will be taught through class colloquium in teacher-guided, student-presented topics. The third and fourth unit focuses on the development of legal and ethical perspective of students with respect to the media environment. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Learning Outcomes:**

- Students will learn about the working and structure of media organization.
- Understand the laws and ethics and its applications related to various media.

**Group A: Media Organization Management (2 Credits/ 25 Marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 20**

**Unit I: Overview of Media Industry**

- Media organization - concept, traits, vision, mission, goal
- Constituents of media industry
- Media ownership and types
- Convergence in media organization

**Unit II: Overview of Management**

- Concept of management, types of management
- Management principles for media organizations
- Structure and functions of media organization departments
- Media economy, FDI, FII, Digital marketing

**Group B: Media Ethics and Laws (2 Credits/ 25 Marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 20**

**Unit III: Media Ethics**

- Ethics vs. Morals; Ethical norms
- Ethical theories and perspectives - Consequentialism and Utilitarianism
- Deontology and Communication Practice; Virtue Ethics
- Alternative Paradigm; Online Ethics

**Unit IV: Media Laws**

- Freedom of press and Indian Constitution; Right to information
- Media laws for print, electronic, film and digital media
- Media trial, Contempt of Court, Defamation, Sedition

**Recommended Readings:**

- Media Organization Management by B. Loha Choudhury (Unique Books International)
- Electronic Media Management by Peter Pringle, Michael F Starr, Focal Press
- Understanding Media Economics by Gillian Doyle (Sage Publications)
- Laws of the Press by D.D. Basu, Prentice Hall
- Introduction to the Constitution of India by D.D. Basu , Prentice Hall
- Media ethics: Cases and Moral Reasoning (2020) by Christians, Clifford G., Mark Fackler, Kathy Brittain Richardson, and Peggy J. Kreshel (Routledge)
- Journalism Ethics by Seib Philip, Fitzpatrick Kathy (Harcourt Brace College Publishers)
- Principles and Ethics of Journalism by Jan R Hakemulder, Fay A.C. de Jonge, P.P.Singh (Anmol Publications Pvt. Ltd.)
- Press Laws and Ethics of Journalism, P.K. Ravindran (Authors Press)
- Compassion, Morality and the Media by Keith Tester (Open University Press)
- Mass Media and Laws in India by B. Manna (Naya Prokash)
- Media Ethics Reality or Myth: A Collection of Essays by Mausumi Bhattacharyya (Visva-Bharati Publishing Department)
- Protection of Intellectual Property in Cyber Space by Shailaja Menon (Authors Press)

## **Paper IV: Visual Communication & Photo Journalism (4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 20 Marks**

**End Semester Practical: 20 Marks**

**Objective:** This paper aims to develop the sense of visual aesthetics and visual communication, particularly in the context of the photo journalism. The paper balances understanding of the theoretical depth of visual communication along with practical implementation of ethical and aesthetic senses through assignments. The paper enhances professional skills and trains students in industry-oriented software increasing their employability.

**Pedagogy:** Lectures, class discussion, texts discussion, visual reading, analysis of photo texts, practical assignments and feedback with discussion. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

### **Learning Outcomes:**

- The students will develop sense of visual aesthetics and communication through visual medium
- The students will learn the technicalities, aesthetics and ethics of photography
- The students will develop skills for critical analysis of photos and visuals for communication
- The students will create photographic and visual works applying sense and skills developed through the course

## **Group A: Visual Communication (2 Credits/ 25 Marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 10**

**End Semester Practical Examination: 10**

### **Unit I: Visual Communication**

- Visual Communication - Concept, Types, Skills
- Theory of visual semiotics
- Visual communication research, application in different media platforms
- Visual communication and social media, emojis, memes

### **Unit II: Visual Communication Practical**

Preparing visual communication aids (the number of which will be decided by the course teacher) on any contemporary/relevant topics/issues for community enrichment. Evaluation will be done during presentation by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry expert(s).

**Group B: Photo Journalism (2 Credits/ 25 Marks)**  
**Internal Assessment: 5**  
**End Semester Written Examination: 10 End**  
**Semester Practical Examination: 10**

**Unit III: Photo Journalism**

- Historical overview of development of photography
- Framing, composition, use of lights
- Technicalities of DSLR camera, Software for photo editing
- Visual reading of images, caption writing

**Unit IV: Photo Journalism Practical**

Photo exhibition with photos and captions by the students on a particular theme. Evaluation will be based on the quality of the students' work as submitted for the exhibition. Evaluation will be done during the exhibition by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry experts.

**Recommended Readings:**

- Visual Communication: Images with Messages by Paul Martin Lester (WadsworthPublication).
- The Handbook of Visual Communication: Theory, Methods, and Media by Sandra Moriarty, Keith Kenney, Gretchen Barbatsis, Routledge.
- Semiotics of Visual Language by F Saint-Martin (Indiana University Press).
- Silpokothe by Nandalal Bose
- On Photography by Susan Sontag (Picador)
- Camera Lucida by Roland Barthes (RHUK)
- Coming of Photography to India by Christopher Pinney (British Library)
- Langford's Basic Photography by Michael Langford, Anna Fox, Richard Sanwndon Smith (Focal Press)
- Langford's Advanced Photography by Michael Langford, Anna Fox, Richard Sanwndon Smith (Focal Press)

## **Paper V: Advertising (4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 20 Marks**

**End Semester Practical: 20 Marks**

**Objective:** This paper introduces the concept of Advertising with a focus on development of creative abilities through lectures, classroom discussions as well as practical assignments.

**Pedagogy:** The first two units of this paper are theory based on which lectures will be given and the last two units are practical based on which feedback and discussion will be done. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Learning outcome:** To become knowledgeable about the field of Advertising.

### **Group A: Advertising Concepts (2 Credits/ 25 Marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 20**

#### **Unit I**

- Advertising- Definition, Functions, Types of advertising, Advertising appeals, Models of Advertising
- Cultural Hegemony; Discourse; Semiotics; Circuit of Culture;

#### **Unit II**

- Advertising campaign, USP, Branding, Advertising research
- Client-agency relationship

### **Group B: Advertising Creative Practical (2 Credits/ 25 Marks)**

**Internal Assessment: 5**

**End Semester Practical Examination: 20**

#### **Unit III: Pre-production**

Students will have to work in groups of four to five to develop an idea, write copy, script for a combination of Advertisements (at least two different media platforms) as per the instructions of the course teacher.



## **Unit IV: Production & Post Production**

Students will have to work in groups of four to five to produce the advertisements developed during the pre-production stage as per the instructions of the course teacher.

The end semester practical exams will be evaluated on the reporting of the practical projects along with the advertisements made by the student groups. Evaluation will be done by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry experts.

### **Recommended Readings:**

- Advertising Basics by J. Vilanilam (Sage Publications)
- Visual Persuasion: The Role of Images in Advertising by Paul Messaris (Sage Publications)
- Advertising Cultures: Gender, Commerce, Creativity by Sean Nixon (Sage Publications)
- Ogilvy on Advertising by David Ogilvy (Crown Publishers)
- Brand Positioning: Strategies for Competitive Advantage by Subroto Sengupta (McGraw-Hill Education)
- Nan, X., & Faber, R. J. (2004). Advertising theory: Reconceptualizing the building blocks. *Marketing Theory*, 4(1-2), 7-30.
- Dahlen, M., & Rosengren, S. (2016). If advertising won't die, what will it be? Toward a working definition of advertising. *Journal of Advertising*, 45(3), 334-345.
- Du Gay, P., Hall, S., Janes, L., Mackay, H. & Negus, K. (1997). Doing cultural studies: The story of the Sony Walkman. Sage: London.
- Hall, S. (1973/1980). Encoding/decoding. In Centre for Contemporary Cultural Studies (Ed.), *Culture, media, language: Working Papers in Cultural Studies, 1972-79* (pp. 128-138). London: Hutchinson
- Chaudhuri, A. (2014). Indian Advertising: Laughter and Tears. Niyogi Books

**Paper VI: Public Relations & Personality Development (4 Credits/50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 20 Marks**

**End Semester Practical: 20 Marks**

**Objective:** This paper aims to build a clear understanding of Public Relations and its evolving practices by incorporating strategic communication principles and emerging technological influences like Artificial Intelligence (AI). The Personality Development component will train students to become effective communicators with desirable personal traits for success in the media and communication industry. The course encourages perseverance, diligence, cooperation, emotional intelligence, and social consciousness.

**Pedagogy:** Diagnostic workshops, follow-up observations, and group activities will form the core of teaching methodology. Lectures will be minimal and focused on inspiring students to develop relevant competencies. Course teachers may extend or revise topics in alignment with technological and strategic industry trends.

**Learning Outcome:**

By the end of this course, students will acquire a comprehensive understanding of Public Relations as a strategic communication tool and its integration with emerging technologies like Artificial Intelligence. They will develop essential skills for planning, executing, and evaluating PR campaigns while upholding ethical and regulatory standards. Additionally, students will cultivate key personality traits, enhance self-awareness, and strengthen communication, negotiation, and leadership competencies essential for media and industry professionals.

**Group A: Public Relations (2 Credits/25 Marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 10**

**End Semester Practical Examination: 10**

**Unit I: Public Relations and Strategic Communication**

- PR: Definition, Role, Functions, Origin; Publics in PR
- PR Tools: Public Service Announcements, Digital Platforms, Web Pages, Public Communications Toolbox
- Strategic Communication: Concepts, Planning, and Execution; Relationship with PR
- Crisis Communication, Stakeholder Engagement, and Brand Reputation Management
- Understanding Target Audience and Behavioural Insights

- Introduction to AI in PR: AI-driven media monitoring, sentiment analysis, chatbots, and campaign automation
- PR Research, PR Ethics, and Regulatory Frameworks

## **Unit II: Public Relations Practical (10 marks)**

- Students will have to produce short PR commercials/organise event(s)/ Short PR commercials using AI-based editing tools (where applicable) as per the instructions of the course teacher, which will be evaluated through viva based on reports made by the students during end-semester examination.
- The course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry experts will evaluate students.

### **Group B: Personality Development (2 Credits/25 Marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 10**

**End Semester Practical Examination: 10**

## **Unit III: Personality Development**

- Core Personality Traits for Communicators
- Strategic Thinking and Decision-Making
- Assessing One's Personality Development Journey
- Mapping Influential Media and Strategic Communication Leaders
- Influence of AI and Automation on Professional Personality Attributes

## **Unit IV: Personality Development Practical**

- Presentation/performance on self-exercise based conscious effort for personality augmentation/improvement on own strength;
- Improving group-worthiness and community-utility through planned activities; Group discussion strategies;
- Negotiation strategies

During the end-semester examination an open practical examination will be conducted where students will be evaluated on the basis of their performance/role play related to communication, group building exercises, negotiation skill. The course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry experts will evaluate students.

### **Recommended Readings:**

- Public Relations in India: New Tasks and Responsibilities by J. V. Vilanilam (Sage Publications)
- The Practice of Public Relations by Fraser P. Seitel (Pearson)
- Social and Personality Development by David R. Shaffer (Wadsworth Publishing)
- Business Communication by Asha Kaul (Prentice Hall)
- The Case of the Bonsai Manager: The Lessons for Managers on Intuition by R Gopalakrishnan
- What the CEO really wants from You by R Gopalakrishnan (Collins Business)
- You can Win by Shiva Khera
- Atomic Habits by James Clear
- Ikigai by Hector Garcia and Francesc Miralles
- Strategic Communication: An Introduction by Jesper Falkheimer and Mats Heide
- AI for Marketing and Product Innovation by A. K. Pradeep et al.
- Reputation Management by John Doorley and Helio Fred Garcia
- Artificial Intelligence in Practice by Bernard Marr

**Detailed Semester Break-Up**  
**Semester II**  
**Total - 24 Credits/300 Marks**

**Paper VII: Fundamentals of Development Communication (4 Credits/ 50 Marks)**

**Total Marks: 50**  
**Internal Assessment: 10 Marks**  
**End Semester Written Examination: 40 Marks**

**Objective:** This paper will introduce the students to the primary concepts and issues surrounding development and development communication. The paper will discuss the role of media and various strategies in using media for development. The paper will also train the students in evaluating the role of media in various development related issues through series of relevant and recent case studies.

**Pedagogy:** This paper will be discussed in a narrative form where topics will be dealt as connected nodes with praxis, experiments, examples and field observations will form the story components of the narrative, and theory and perspectives as contexts and prescriptions. Contemporary issues of development and communication will be critically looked into from multiple approaches offered by the paper. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Learning Outcomes:**

- (i) Ability to identify perspectives driving development schemes and programmes
- (ii) Getting conscious about communication-development interface.

**Unit 1: Development Overview**

- Concepts of Development in application: From Capitalist-socialist to indigenous communitarian-sustainable development
- Approach towards development: Gandhi, Tagore and Upadhyay
- Social Change: Sanskritisation, Westernization and virtualisation

**Unit 2: Development Communication**

- Historical context of Development Communication
- Concepts and approaches of Development Communication
- Strategies of Development Communication: From Information-Education-Communication to Information-Education-Communication-Participation-Transaction strategy

### **Unit 3: Media and Development Communication**

- Development Support Communication to Communication as-in-for Sustainable development
- Usage of media for Development – inter-personal communication, group communication, folk media, traditional media, ICT, community media, media mix
- Strategies for Development Communication Campaign

### **Unit 4: Bharatiya communication applications for Development**

- Agri-development: From extension approach of Khana to Nabadanya of Vandana Shiva
- Sriniketan experiment and its communication strategy
- Assam University Rural Communication Project: Civilisational Communication as equal instrument

### **Recommended Readings:**

- Narula Uma, Development Communication: Theory and Practice, Har-Anand Publication PVT. LTD.
- Servaes (Ed). Sustainable Development and Green Economy, Palgrave Mcmillan
- Atal, Yogesh; Communication and Nation Building in India; in Dimension and Social Change in India, Ed. By M.N. Srinivas, S. Sessaiah and V.S. Parthasarathy, Allied Publishers.
- Beteille, Andre and M.N. Srinivas; Networks in Indian Social Structure; In Man, 64:165-68
- Servaes, Jan (Ed). Sustainable Development Goals in the Asian Context, Springer NatureSingapore,2017 (P.v,vi, 1-18, 23-38, 163-170)
- Willensward, H.V., The Wellbeing Society, garden of Fruition Bangkok,2016 (P.25-84)
- Sen Sudhir, Rabindranath Tagore on Rural Reconstruction, Visva-Bharati Kolkata, 1991, (P.ix-xiii, 3-6, 112-117, 127-140, 141-159, 177-223, 281-282)
- Loha Choudhury, Biplab. Indian Paradigm of Development Man Standard andCommunication (2011)
- Manyozo, Linze, Four Approaches of Communication for Development, Sage (2014)
- Websites of NITI Agog and different ministries in India
- Jodhka, Surinder. S., A Handbook of Rural India, EPW Orient Blackswan (2018)(P.1-17,23-30, 96-105, 107-203, 257-264, 424-435, 450-469)

**Paper VIII: Audio Production (4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 20 Marks**

**End Semester Practical: 20 Marks**

**Objective:** This paper is focused on introducing the field of Audio Production and Broadcasting through lectures and class room discussions as well as practical assignment.

**Pedagogy:** The first two units of this paper are theory based and the last two units are practical based. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Learning outcome:** To become knowledgeable about the field of Audio production.

**Group A: Audio Production Concepts (2 Credits/25 Marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 20**

**Unit I**

- Evolution of radio in India
- Audio as a medium of mass communication, characteristics and limitations
- Privatization and expansion of FM radio, Community Radio

**Unit II**

- Audio programmes
- Microphone, sound and acoustics; Audio recording;
- Introduction to Podcasting: Different types and Challenges

**Group B: Audio Production Practical (2 Credits/25 Marks)**

**Internal Assessment: 5**

**End Semester Practical Examination: 20**

**Unit III**

- Practical Exercises: Writing for the audio medium: radio interview/radio documentary/radio feature/ radio drama/public service messages/community based fictional/non-fictional shows/podcasts in groups.

**Unit IV**

- Practical Exercises: Audio production: Production of public service messages (max 30 seconds)/Production of radio documentary or feature/ community based fictional and non-fictional shows (for community radio stations)/podcasts in groups.

The end semester practical examination will be evaluated on the reporting of the practical projects made by the student groups. Evaluation will be done by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry experts.

### **Recommended Readings:**

- A History of Communications: Media and Society from the Evolution of Speech to the Internet by Marshall T. Poe, Cambridge University Press
- Essential Radio Journalism by Paul Chantler & Peter Stewart (A & C Black Publishers Limited)
- The Radio Producer's Handbook by R. Kaempfer & S. John (Allworth Press)
- The Radio Station: Broadcast, Satellite and Internet by M.C.M. Keith (Focal Press)
- Radio Production by R. McLeish, Focal Press
- Community Radio in South Asia Reclaiming the Airwaves (2020) Edited by Kanchan K. Malik, Vinod Pavarala, Routledge India
- Writing and Producing Radio Dramas by DE Fossard (Sage Pub.)
- Radio and TV Journalism (2005) by Jan R Hakemulder, Fay A.C. de Jonge, Anmol Publications
- Handbook of Radio, TV and Broadcast Journalism (2005) by R K Ravindran, Anmol Publications Pvt. Ltd



## **Paper IX: Television Production (4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 20 Marks**

**End Semester Practical: 20 Marks**

**Objective:** This paper presents in detail the various aspects of television production. The theoretical content reflects the evolution, the growth and the basic technical requirements of the television industry. The practical aspect utilizes this knowledge to create television products enhancing creativity of students and widening their scope of understanding television as a mass medium.

**Pedagogy:** This paper introduces the practical training and concept development necessary for media professionals through classroom discussions, lectures, activities, and workshops. Last two units are practical. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

### **Learning Outcomes:**

- Students will learn about the origin, growth and contemporary aspect of television production.
- Practical learning will enhance the skills required for the television industry.

## **Group A: Television Production Theory (2 Credits/ 25 Marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 20**

### **Unit I**

- Evolution and development of television in India
- Television genre, television as medium of communication
- Contemporary television journalism

### **Unit II**

- Audio-visual technicalities
- Program formats
- Script Writing-Ideation-Research-Brainstorming-Drafting (fiction/non-fiction)

**Group B: Television Production Practical (2 Credits/ 25 Marks)**

**Internal Assessment: 5**

**End Semester Practical Examination: 20**

**Unit III**

- Practical Exercises/Assignments: Writing television script for fiction and non-fiction programs (10 Marks).

**Unit IV**

- Practical Exercises/Assignments: Preparing Fiction / Non-fiction program in groups.

The end semester practical examination will be evaluated on the reporting of the practical projects made by the student groups. Evaluation will be done by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry experts.

**Recommended Readings:**

- Video Production by V. Belavadi, Oxford University Press
- Broadcast News Writing, Reporting and Production by Ted White Frank Barnas, FocalPress
- Broadcast News: Radio Journalism and an Introduction to Television by Mitchell Stephens, Rinehart & Winston
- Producing for TV and New Media by C. Kellison, Focal Press
- Digital Video Production Cook Book by C. Kenworthy, O'Reilly
- Lighting for Television and Film by Gerald Millerson (2013), CRC Press

**Paper X: Online Media (4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 20 Marks**

**End Semester Practical: 20 Marks**

**Objective:** This paper introduces the students to basic concepts of online media which will further be extended in specialization papers in the next semester. The paper equips the students with basic understanding and skills of online media which have become essential for all journalists and media professionals at present. The paper balances theory and practical for the student to get an opportunity to know both. The paper enhances professional skills and trains students in industry-oriented software increasing their employability.

**Pedagogy:** This paper will introduce the students to the fundamental concepts of online media and journalism and their application. Lectures, case studies, text discussion, group discussion, practical assignments with feedback will be used during classes. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Learning Outcomes:**

- (i) The students will learn the basics of online communication, online media and online journalism which are becoming integral not only for the media industry, but for other professional fields.
- (ii) The students will develop skills for writing, editing and publishing online through practical exercises.
- (iii) The students will learn to develop multi-media packages and integrate multimedia narratives in journalism along with developing multi-media news reporting and editing skills.

**Group A: Online Media Theory (2 Credits/ 25**

**Marks) Internal Assessment: 5**

**End Semester Written Examination: 20**

**Unit I: Introduction to Online Media**

- Development of Internet
- Cyberspace, Cyber culture

- Information Society, Network Society
- Different forms of online media

## **Unit II: Online Journalism**

- Characteristics of Online Media: Interactivity, Hyper-textuality, Multimedia
- Online writing techniques and new narratives
- Different forms of multimedia: Photo, Audio and Video
- Data journalism & interactive for web-based media

### **Group B: Online Media Practical (2 Credits/ 25 Marks)**

#### **End Semester Practical Examination: 25**

Creating and maintaining individual multimedia blog. Evaluation will be based on the quality of the posts.

Evaluation will be done by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry experts.

### **Recommended Readings:**

- Journalism Online by Mike Ward (Focal Press)
- Online Newsgathering: Research and Reporting for Journalism by Stephen Quinn, Stephen Lambie (Focal Press)
- Online News Journalism and the Internet by Stuart Allan (Open University)
- Participatory Journalism: Guarding Open Gates at Online Newspapers by Jane B. Singer, David Domingo, Ari Heinonen, Alfred Hermida, Steve Paulussen, Thorsten Quandt, Zvi Reich, Marina Vujnovic (Wiley-Blackwell)
- The Handbook of Global Online Journalism by Eugenia Siapera, Andreas Veglis (Wiley-Blackwell)
- Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound by Lynda Felder (New Riders)
- New Media in India: Current Trends and Future Prospects
- Global Sourcebook on Information Technology (Volume 1 & 2) by Ved Prakash Gandhi & Mridula Menon
- Digital Broadcasting Journalism by Jitendra Kumar Sharma

**Paper XI: Film Appreciation (4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 20 Marks**

**End Semester Practical Examination: 20 Marks**

**Objective:** This paper on film appreciation is dedicated to understand the evolution and growth of films in Indian as well as world perspectives. The contents on each unit specifically cater to various dimensions of film and its applicability. The last unit helps focus the writing and presentation skill to appreciate the works of renowned filmmakers from different level and strata of society. The paper helps foster the cinephilic spirit among students.

**Pedagogy:** This paper is designed to introduce the broad range of theoretical, formal and historic-geographical issues specific to cinema. Along with lectures, classroom discussions, workshops, film screenings related to topics would be conducted. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching. End semester practical will be evaluated by examiners through viva based on a report submitted by students on the practical work done by them.

**Learning Outcomes:**

- Students will learn about the history, growth and evolution of film as mass media.
- Understand the skills required to critically analyse and appreciate cinema.

**Group A: Film Movements**

**Internal Assessment: 5**

**End Semester Written Examination: 20**

**Unit I: Overview**

- History of Filmmaking
- Documentary, types of documentary, importance of documentary
- Indian parallel cinema

**Unit II: Movements of cinema**

- Soviet Montage
- German expressionism
- Italian neo-realism. French New Wave

**Group B: Film Language Practical**  
**Internal Assessment: 5**  
**End Semester Practical Examination: 20**

**Unit III: Understanding cinema: Screening and Discussion**

- Language of film, Film genres, Film as industry
- Screenplay, mise-en-scène
- Film experience and contemporary issues – treatment, narrative, style

**Unit IV: Creative skills: Criticism/Seminar presentation**

- Film review writing
- Seminar presentation/term paper/projects on the contribution of renowned filmmakers/films at international, national and regional level.

The end semester practical examination will be evaluated on the reporting of the practical projects made by the student groups. Evaluation will be done by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry experts.

**Recommended Readings:**

- How to read a film by James Monaco (Oxford University Press)
- Anatomy of Film by Bernard F. Dick (Palgrave Macmillan)
- Ideology and the image: social representation in the cinema and other media by Bill Nichols (Indiana University Press)
- A New History of Documentary Film by Betsy A. McLane (Continuum Publishing Corporation)
- Our Films, Their Films by Satyajit Ray (Orient Black Swan)
- Documentary: A History of the Non-fiction Film by Erik Barnouw

**Paper XII: Indian Culture, Knowledge Traditions and Indigenous Media (4  
Credits/ 50 Marks)Total Marks: 50  
Internal Assessment: 10 Marks  
End Semester Written Examination: 20 Marks  
End Semester Practical Examination: 20 Marks**

**Objective:** This course offers a foundational understanding of Indian culture, knowledge traditions, and indigenous media forms through a Bharatiya lens. Rooted in the vision of thinkers like Tagore and Coomarswamy, it explores cultural continuity, civilisational diversity, and the politics of representation in the media. Students will critically engage with philosophical schools, plurilingual traditions, and the role of oral, performative, and community-based media in shaping India's communicative landscape.

Special emphasis will be placed on the integration of Indian Knowledge Systems (IKS) into contemporary discourse, encouraging students to explore how classical and vernacular practices contribute to modern expressions of identity, pedagogy, and nation-building. Through participatory and reflective learning, the course aims to develop culturally grounded communicators with a nuanced understanding of India's socio-symbolic frameworks.

\*The course objectives are closely aligned with Indian Knowledge System

**Pedagogy:** This course is aimed at a broader comprehension of Indian culture and heritage from own perspective developed by Tagore, Ananda Coomarswamy and others, as fulfillment to the object of Visva-Bharati to present Indo-Asian view-point for understanding other civilisations. This is done through exposing students to the overview of broad areas and urging them to feel how Visva-Bharati, through its events and curriculum in art, aesthetics, music, communication and journalism is creating an experience of the culture and heritage. This is done in a participatory and observational approach with guided self-study. This understanding will be achieved through participatory and observational approach with guided self-study. Course-teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Learning Outcome:** This course is aimed at a broader comprehension of Indian culture and heritage as visualized and developed by Rabindranath Thakur in Santiniketan- an epicentre of Indian knowledge system. Students will be exposed to the ideology behind the implementation of an alternative pedagogy that ranges from rural reconstruction to integrating the several local knowledge systems within the curriculum. With a primary focus on analysing the several intersections of Indian art, aesthetics, music as modes of communication, this course will create a better understanding of the Indian society for students of journalism and communication. Students will be able to utilise these in developing their sensibilities in charting the communicative praxis in contemporary Indian society which is complex and layered.

**Group A**  
**Internal Assessment: 5**  
**End Semester Written Examination: 10**

**Unit I: Holistic and Composite Culture**

- The Foundation of Indian culture in timeline
- Cultural contribution in Indian Constitution
- Philosophical Schools; Unity and diversity
- Traditional culture, mythology, folk memory and their Communicative expressions in different communities; From Community specific forms to Universal forms
- Adaptation of indigenous and classical media content and formats in mass media

**Group B**  
**Internal Assessment: 5**  
**End Semester Written Examination: 10**

**Unit II: Tagore & the Centre of Culture**

- Tagore's approach to art, aesthetics and culture - harmonising between the East and the West
- Educational approach: Santiniketan and Sriniketan

**Group C**  
**End Semester Practical Examination: 20**

**Unit III: Group practical projects based on the understandings of Group A and Group B contents, which will be presented through seminar/term paper/projects**

The end semester practical examination will be evaluated on the reporting of the practical projects made by the student groups. Evaluation will be done by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities.

**Recommended Readings:**

- Composite Culture of India and National Integration by Rasheeduddin Khan (IIAS, Simla)
- Rabindra Parichay (Visva-Bharati)
- The Cultural Heritage of India (Volumes I-IX) (Ramakrishna Mission Institute of Culture)
- Art and Swadeshi by Ananda Coomarswamy



- Rabindra Jibonee by Prabhat Kumar Mukhopadhyay ( 4 volumes)
- English Writings of Tagore. Sahitya Akademi (3 Volumes)
- India's Cultural Heritage and Identity by Kapila Vatsayan
- Plural Cultures and Monolithic Structures by Kapila Vatsayan
- Being Adivasi by Ganesh Devy
- The Crisis Within by Ganesh Devy
- Classical Indian Theatre by Kapila Vatsayan
- Adhunik Sahitya and Prachin Sahitya by Rabindranath Tagore
- Anthologies of Folk Tales by Sahitya Akademi
- Caste and Class in India by Sahitya Akademi

**Detailed Semester Break-Up**  
**Semester III**  
**Total - 24 Credits/300 Marks**

Specialisation options will be announced by the department in the middle of the second semester. Students must select from the specialisations being offered in that particular academic session.

Each student will be required to submit their preferences in order of priority for all specialisations offered. To ensure an equitable distribution of teaching responsibilities, all available faculty members will share an approximately equal teaching load, with students distributed as evenly as possible among them.

Faculty members offering niche or highly specialised papers may be required to take an additional general specialisation paper to maintain balance in student allocation.

Students' specialisation preferences will be considered primarily based on their merit ranking from the MA first semester. They may also be asked to present and justify their choices before the departmental faculty. The final allocation of specialisation will be determined by a departmental faculty panel, based on academic rank and attendance record up to that point.

**Paper XIII: Communication Research Theory (4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End semester Written Examination: 40 Marks**

**Objective:** To develop in students understanding of Communication & Media research in a manner that would bring clarity in pursuing research in the field with distinction.

**Pedagogy:** The course is designed to train the students in the evolving field of media and communication research. The course will be taught in a holistic method with a thematic approach to offer realistic examples to students about the four units of this course. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Learning outcomes:**

- Students will be able to identify problem and develop topical area;
- Students will be able to make decisions about appropriate research options for the topic in terms of data gathering and analysis.

**Group A: Basics of Communication Research (2 Credits/ 25 Marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 20**

**Unit I: Research in Communication & Media**

- Overview and nature of research, overview of Communication & Media research
- Indian knowledge system - Knowledge (Pramanas), Perception (Pratyaksha), Inference (Anumana) and Textual Tradition (Agama)
- Foundation of Research – Concepts, Variables, Elements, Scales
- Research ethics

**Unit II: Basic Concepts**

- Conceptual Foundation: Theoretical frame and operational frame
- Process of research, structure of research report
- Sample and sampling methods

**Group B: Communication Research Methods & Analysis (2 Credits/ 25 Marks)**

**Internal Assessment: 5**

**End Semester Written Examination: 20**

**Unit III: Data Collection**

- Techniques, tools/instruments of data collection
- Methods of data collection
- Standard in research design: Reliability, validity, replicability

**Unit IV: Data Analysis**

- Quantitative Data Analysis
- Qualitative Data Analysis
- Model and Theory development

**Recommended Readings:**

- Mass Media Research (2013) R.D. Wimmer & J. R. Dominick (Cengage Learning)
- Communication Research in India: Some reflections by Yadava, J. S. (1998a) in J. S. Yadava & P. Mathur (Eds.), Issues in mass communication: The basic concepts (Volume 1) (pp. 177-195). New Delhi: IIMC.
- Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches by Berger, A. (Sage, London).
- The process of communication (1960) by Berlo, D. New York: Holt, Rinehart and Winston, Inc.
- Tracing the roots of research from Indian perspective (2014) by Bhattacharyya, K. K., & Loho Choudhury, B. The Visva-Bharati Quarterly, 23(1), pp.102-116.
- Media Research: Cross Sectional Analysis (2002) by Uma Joshi (Authors Press)
- Mass Communication Research Methods Volume 1 & 2 (2009) by Anders Hansen (Sage Publications)
- Ethnographic Research for Media Studies (2002) by David Machin (Arnold)

## **Paper XIV: Communication Research Practical (4 credit/50 marks)**

**Total Marks: 50**

**End Semester Practical: 50 Marks**

**Objective:** In this practical course students will develop critical thinking skills for undertaking research activities and software for data analysis.

**Pedagogy:** Discussion, regular consultation, workshops, assignments and feedback will be used for developing the dissertation proposal. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Learning outcome:** Students will develop necessary skills for data collection and data analysis.

### **Group A: Quantitative Research**

**End Semester Practical: 25 Marks**

#### **Quantitative Skills**

- Software of quantitative data collection and analysis (to be done through workshops)
- Group project on small scale quantitative media research

### **Group B: Qualitative Research**

**End Semester Practical: 25 Marks**

#### **Qualitative Skills**

- Software for qualitative data collection and analysis (to be done through workshops)
- Group project on small scale qualitative media research

Evaluation of end semester practical will be based on the presentation of the practical group projects and individual viva in the presence of the internal faculty as well as subject-savvy examiner(s) from either other department/s of the university or examiner(s) from other universities.

#### **Recommended Reading:**

- Mass Media Research (2013) by Wimmer, R. D., & Dominick, J. R (Cengage learning)
- Doing media research: An introduction (2010) by Priest, Susanna Hornig (Sage)
- Qualitative Research Methods for Media Studies (2021) by Brennen, B. S. (Routledge)
- Essays and Dissertations (2002) by Chris Mounsey (Oxford University Press)

## **Specialization Paper [A]**

### **Communication Design & Aesthetics**

**Specialization Objective:** This specialization aims to develop the aesthetics sense of the students with special emphasis on the Indian aesthetics sensitivity. The specialization not only sharpens the students' aesthetic sense, but broadens their understanding of the politics and philosophy of aesthetics and their understanding by exposing them to various dominant, alternative and radical concepts on aesthetics. The specialization keeps a balance between theory and practical classes aiming to apply the theoretical understanding of the students in developing practical projects. The specialization offers an opportunity to the students to practice their design and aesthetics sense through series of various practical projects. It also offers the students to develop understanding about the role and importance of communication in design and aesthetics. The paper carries essential components from Indian Knowledge System, exposing the students in Indian aesthetics and fine arts. The paper aims to make the students better and more responsible communicators by developing their critical thinking and analytical capability in respect to design and aesthetic sense.

#### **Learning Outcomes:**

- Capacity development for gainful engagement as communication designer in different segments of the media industry.
- For students looking forward to creative freedom, this specialization will prepare them for earning with joy through various design-based assignments.

### **Paper XV: Communication Design**

#### **Paper I: Theory**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Pedagogy:** The study of the creative design process is integral to effective communication. The paper on communication design seeks to introduce the students to graphic techniques of visual communication expression and presentations and the aesthetics and design principles of communication. Course teacher(s) may extend on the topics with necessary addition and minor alterations at the time of teaching.

#### **Unit I: Introduction**

- Communication and Design
- Visual Communication Design Elements: Point, Line, Shape, Form, Tone, Texture, Colour, Type
- Key Theories of Design

## **Unit II: Design Principles and Functions**

- Visual Communication Design Principles: Figure & Ground, Balance, Contrast, Cropping, Hierarchy, Scale, Proportion, Pattern,
- Visual Communication Design Concepts: Perception, Signification, Meaning, Interpretation, Contexts
- Functions of Design: Information, Persuasion, Decoration, Meta-linguistic and Phatic functions

## **Unit III: Media and Communication Design Praxis**

- Design for print media, Typography
- Design for aural media
- Design for audio-visual media

## **Unit IV: New Media Communication Design Praxis**

- Principles of Web Designing, Visual Language, Social Media Profile Designing
- The Science of Emojis: Evolution, Contemporary Usage and Relevance
- Game Designing
- Application Designing

## **Recommended Readings:**

- Communication Design: Principles, Methods and Practice by Jorge Frascara (AllworthPress)
- Graphic Design as Communication by Malcolm Barnard (Routledge)
- Typographic Design: Form and Communication by Rob Carter, Philip B. Meggs, BenDay, Sandra Maxa, Mark Sanders (Wiley)
- Design Elements, Typography Fundamentals: A Graphic Style Manual for UnderstandingHow Typography Affects Design by Kristin Cullen (Rockport Publishers)
- Visual Communication: Understanding Maps, Charts, Diagrams, and Schematics by NedRacine (Learning Express, LLC)
- Web Site Design Is Communication Design by Thea Van Der Geest (John BenjaminsPublishing Company)
- The Semiotics of Emoji: The Rise of Visual Language in the Age of the Internet byMarcel Danesi (Bloomsbury)
- Connect the Dots (2012) by Rashmi Bansal (Westland)

## **Paper XVI: Communication and Media Aesthetics**

**Total Marks: 50 (4 Credits)**

**End Semester Written Examination: 40 Marks**

**Internal Assessment: 10 Marks**

**Pedagogy:** The knowledge of communication and media aesthetics is critical to effective communication and media application in sync with the individual and socio-cultural needs and expectations. The paper on communication and media aesthetics seeks to introduce the students to aesthetic aspects associated with the expression of communication and media content in the desirable manner in the public realm. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

### **Unit I: Overview of Aesthetics**

- Defining “Art” and “Aesthetics”
- Aspects of Aesthetics: Subject, Object, Communication, Experience
- Imagination, Conceptualization and Interpretation
- Imitation and Representation: Ancient Indian and Greek View

### **Unit II: Communication and Applied Media Aesthetics**

- Communication and Aesthetics
- Art and applied Media Aesthetics
- Essential Elements of Applied Media Aesthetics: Light, Colour, Two-Dimensional Space, Three-Dimensional Space, Time, Motion and Sound

### **Unit III: Sound Aesthetics**

- The Science of Vocal Aesthetics: Pitch, Timbre, Rhythm, Tempo etc.
- Importance of Audio Aesthetics
- Aspects of Vocal Aesthetics: Recording, Processing, Mixing, Noise Reduction
- Aspects of Verbal Communication Aesthetics: Form, Content and Expression

### **Unit IV: Visual Aesthetics**

- Aesthetics of visual representations: Photography, Paintings, Graphics etc.
- Form, Content and Expression
- Aesthetics of calligraphy: Font, Size, Colour, Alignment etc.

### **Recommended Readings:**

- Introducing Aesthetics by David E. Fenner (Praeger)
- Sight, Sound, Motion: Applied Media Aesthetics by Herbert Zettl (Wadsworth CengageLearning)



- Shaping Sound in the Studio and Beyond: Audio Aesthetics and Technology by Gary Gottlieb (Thomson Course Technology)
- Experience and Nature by John Dewey (Oxford Book Company)
- Aesthetics and Painting (Continuum Aesthetics) by Jason Gaiger (Continuum)
- Picture Theory: Essays on Verbal and Visual Representation by W. J. T. Mitchell

### **Paper XVII: Indian Perspectives on Aesthetics & Design (Theory)**

**Total Marks: 50 (4 Credits)**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Pedagogy:** This paper will introduce the students to the fundamentals of communication aesthetics and design from the Indian perspective. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

#### **Unit I: Introduction**

- Brief Overview of Indian Aesthetics
- Indian Fine Arts: The importance of Gandharva-veda
- Seven Fundamental Elements of Indian Aesthetics: Characteristic (Lakṣaṇa), Embellishment (Alaṅkāra), Quality (Guṇa), Defect (Doṣa), Style (Riti), Suggestion (Dhvani), Aesthetic Configuration (Rasa)
- Space & Time in Design & Aesthetics

#### **Unit II: Evolution of Communication Design and Indian Fine Arts**

- Visual Communication (painting, sculpture) in Ancient India: Bhimbetka Rock art, Ajanta and Ellora Paintings and Sculptures
- Visual Communication (painting, sculpture) in Medieval India: Tanjore paintings, Regional painting schools from 17th century
- Folk and Tribal Art Forms in Modern India: Madhubani Paintings, Patachitra, Rangoli
- Two Art Synthesis Examples: Gandhara in Ancient & Mughal in Medieval Period

#### **Unit III: Aesthetics in Indian Classics**

- Six aspects of visual depiction: Rūpabheda, Pramāṇa, Bhāva, Lāvaṇyayojana, Sādrśya, Varnikā-bhaṅga
- Eight aspects given in Bhoja's Samarāṅgaṇasūtradhāra: Vartikā, bhūmibandhanam, lekhyam/ lekhā, rekhākarmāṇi, varṇakarma, vartanā-krama, lekhakaraṇam, dyutikarma
- Bharat Muni's Nāṭyaśāstra on the nature and purpose of fine arts: Aesthetics of Verbal

and Paralinguistic Communication

#### **Unit IV: Rabindranath Tagore on Art and Aesthetics**

- Principal Object of Art: The Expression of Personality
- Art as the Response of Man's Creative Soul to the Call of the Real
- The Six Fundamental Principles/Concepts of Aesthetics: Beauty, Truth, Goodness, Joy, Expression and Art
- Inter-relation of the Six Principles

#### **Recommended Readings:**

- Comparative Aesthetics: Volume I (Indian Aesthetics) by Kanti Chandra Pandey (Chowkhamba Sanskrit Series Office)
- The Natya Shastra (English Translation) Volume I (Chapters I-XXVII) by Manomohan Ghosh (The Asiatic Society)
- The NāṭyaShastra Ascribed to Bharata Muni (English Translation) Volume II (Chapters XXVIII-XXXVI) by Manomohan Ghosh (The Asiatic Society)
- Rabindranath Tagore on Art & Aesthetics: A Selection of Lectures, Essays and Letters by Prithwish Neogy/Inter-National Cultural Centre (Orient Longmans)
- Studies in Comparative Aesthetics by Pravasjivan Chaudhury (Visva-Bharati)
- Sadāṅgā or The Six Limbs of Painting by Abanindranath Tagore (The Visva-Bharati Quarterly, Vol. VIII, Parts I & II, May-October, 1942)
- On the Sadanga Canons of Painting By Prithvi Kumar Agrawala (PrithiviPrakashan)
- The Theory of Citrasutras in Indian Painting: A Critical Re-Evaluation of their Uses and Interpretations by Isabella Nardi (Routledge)

#### **Paper XVIII: Practical (4 Credits/ 50 Marks)**

**Total Marks: 50**

**End Semester Practical Examination: 50 Marks**

**(Any two - 25 marks for each)**

Evaluation in the practical examination will be done based on the quality of each project (15 marks) and Viva (10 marks) in presence of the internal examiner along with subject-savvy examiner from other departments of Visva-Bharati/from other universities/senior industry expert

#### **Unit I: Project on Typography**

- Developing a series of 10 typographic design

## **Unit II: Project on New Media Designing**

- Submitting UNICODE format proposal for an original emoji design

## **Unit III: Project on Photography**

- Developing a series of 10-15 photos on a particular theme based on visual aesthetics principles

## **Unit IV: Project on Sound Designing**

- Developing three soundscapes of 2 minutes each on a particular theme based on sound aesthetics principles

## **Unit V: Performance and aesthetics**

- Developing and performing in solo or in group applying communicative aesthetic principles of dramaturgy to deliver socially relevant messages

## **Unit VI: Term Paper**

- Term paper of 2500 words on contemporary application of the principles of *saḍaṅgā*/ *citrakarma*/ *Natyashastra* in communication design in sync with modern advances in technology

## **Specialization Subject [B]**

### **Advanced Development Communication**

**Specialization Objective:** After the fundamental paper on Development Communication in earlier semesters, this specialization aims at developing much deeper and broader understanding appropriate for development communication mix. The specialization balances theoretical approach along with practical application by incorporating various community development projects and community reporting assignments. The paper incorporates various relevant sections from Indian Knowledge System. Keeping in mind the job prospective the specialization also trains the students in organization communication, with special emphasis on non-governmental organizations.

#### **Learning Outcomes:**

- A student would turn into a development communication strategist in multiple sectors of development
- To work as Communication program specialist/manager in non-profit organisations

#### **Paper XV: Introduction to Advanced Development Communication** **(4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**(One class seminar out of last topics of each unit of 5 marks + written test of 5 marks)**

**End Semester Examination: 40 Marks**

**Pedagogy:** This paper will be discussed in a narrative form where topics will be dealt as connected nodes where praxis, experiments, examples and field observations will form the story components of the narrative, and theory and perspectives as contexts and prescriptions. Contemporary issues of development and communication will be critically looked into from multiple approaches offered by the paper. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

#### **Unit I: Development, progress and sustainability**

- Development in Anthropogenic Period: Affluence versus poverty-inequality-non-equity
- Dominant Paradigm to Multiple Paradigms towards Sustainability, Community -State-Globe and Ecosystem Regeneration
- Human Development: Resources, Ideologies behind Human Development Indicators -SDG benchmarks - Gross Happiness Index, Peace and Security
- Sustainability: From Money-as-standard to Man-as-standard

## **Unit II: Rural Development & Urban Development**

- Rural Community: Social Organisation and Neighborhood, Religious-Cultural praxis, Tradition and Modernity, Environment, Agriculture & Allied Activities, Panchayats Governance
- Urban Settlement: Migration of Culture, Sites of Society feeling, between state and globe, urban informatics, leisure and entertainment, governance
- Rural-Urban dichotomy: Development differentials, Communication strategy considerations, Folk Media, Festivals
- Nature-village-city: Meeting at mid-range for Long-term Sustainability

## **Unit III: Community and Society as Development Site**

- Society as Development site
- Tagore's Swadeshi and Rural Reconstruction, Gandhi's Gram Swaraj
- Community Development and Developing Community from Within, Self-help and Cooperation
- Ostrom's Economic Governance of the Commons

## **Unit IV: Time, space and Participants in Development**

- Time, space and Participants: Forest-rural-urban
- Issues of continuity and disruption
- Issues in short-term versus trans-generational stabilization
- Government & Non-profit -community participation

## **Recommended Readings:**

- Atal, Yogesh; Communication and Nation Building in India; in Dimension and Social Change in India, Ed. By M.N. Srinivas, S. Seshaiyah and V.S. Parthasarathy (Allied Publishers).
- Networks in Indian Social Structure (1991)(64:165-68) by Beteille, Andre and M.N. Srinivas
- Sustainable Development Goals in the Asian Context (2017), Ed. Servaes, (Jan Springer Nature Singapore) (P.v,vi, 1-18, 23-38, 163-170)
- The Wellbeing Society, Garden of Fruition Bangkok (2016) by Willensward, H.V.(P.25-84)
- Rabindranath Tagore on Rural Reconstruction by Sudhir Sen, Visva-Bharati Kolkata, 1991 (P.ix-xiii, 3-6, 112-117, 127-140, 141-159, 177-223, 281-282)
- Indian Paradigm of Development Man Standard and Communication (2011) by Biplab Loha Choudhury
- Media, Communication and Development Three Approaches (2012) by Manyozo, Linze, (Sage)
- Websites of NITI Ayog and Different Ministries in India
- A Handbook of Rural India (2018) by Jodhka, Surinder.S.(EPW Orient Blackswan) (P.1-17, 23-30, 96-105, 107-203, 257-264, 424-435, 450-469)

## **Paper XVI: Advanced Development Communication (4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Examination: 40 Marks**

**Pedagogy:** This paper will be discussed in a narrative form where topics will be dealt as connected nodes with praxis, experiments, examples and field observations will form the story components of the narrative, and theory and perspectives as contexts and prescriptions. Contemporary issues of development and communication will be critically looked into from multiple approaches offered by the paper. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

### **Unit I: Communication, Sanskritisation & Westernization**

- Communication: Spectrum of communication in community and state, communication as-in-for development
- Communication as critical resource - communication values in development, Communication for Sustainable Development and Social Change, Participation and Dialogue, Communication agents
- Sanskritisation: Caste dynamics, inter-caste and intra-caste communication, behaviour change communication, Development aspect
- Westernisation: Colonial action, religious activities, economic influences, media matter, Development aspect

### **Unit II: Media, Modernization and Social Change**

- Modern and Secular Orientation: Modernisation and Dynamics of Tradition, Secularisation and Religious Dynamics, State Intervention
- Role of Media, Development Aspect, Behaviour Change Communication
- Co-existence of Social Change Phenomena: Towards Pluri Dimensional Reality of Society in South Asia, Contexts and Issues of Stabilisation of Progress

### **Unit III: Praxis**

- Communication Strategy for Government Programmes; Case of MGNREGA, IEC (Social Security), Case of ICDS (Women & Child Development Communication component), Case of National Educational Policy Implementation (Instructional and Training Communication, Dialogue and Publicity), Case of ICT-based Financial Exchanges (Inherent Communication in Jandhan Yojana)
- Development Journalism
- Communication Functioning in Government: Communication Division in NITI Ayog, State Planning Commissions, Ministry of I&B, Ministry of Telecommunication and IT, Information & Culture Department

#### **Unit IV: Experiments and Field Observation**

- Satellite Instructional Television Experiment (Mass Media for Development)
- Pilot for ICT for Governance (ICT4D)
- Experiment in Mobile Telephone Networking (Media Development)
- Rural Communication Project (Participatory Communication for Development)
- Field observation: In Urban and Rural Area for Development and Communication Parameters (to be decided by the course teacher)

#### **Recommended Readings:**

- Networks in Indian Social Structure by Beteille, Andre and M.N. Srinivas (64:165-68)(Routledge)
- Servaes, Jan (Ed). Sustainable Development Goals in the Asian Context, SpringerNature, Singapore,2017 (P.v,vi, 1-18, 23-38, 163-170)
- Loha Choudhury, Biplab. Indian Paradigm of Development Man Standard and Communication (2011)
- Rao, Vepa, A Curve in the Hills Communication and Development, Indian Institute of Advance Studies, Shimla, (1997)
- Handbook of Rural Studies by Paul Cloke, Terry Marasden, Patrick H. Mooney
- Rural Development Principles, Policies and Management (2016) by Katar Singh(SAGE Publishing India)
- Farmer-led Participatory Research Cases from Western India (2002), Ed. Astad Pastakia, Brij Kothari, Vijaya Sherry Chanda (Books for Change)
- Communication, Media and Social Changes (2004) by Ramesh Chandra (Isha Books)

#### **Paper XVII: Communication for Non-Profit Organisations (4 Credits/ 50 Marks)**

**Total Marks: 50**

**End Semester Practical Examination: 50 Marks**

**(Any two of the first three modules will be tested through practical projects)**

**Pedagogy:** This paper aims at preparing a specialization student for different communication roles in non-profit organisations at grass-root to policy advocacy. The paper will be conducted in practical, exposures to development problems and research. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

#### **Unit I:**

- Social Behaviour Change Communication Practical
- Evidence-based behaviour Change Campaign
- Campaign Impact and Scaling up

**Unit II:**

- Strategic Communication for Non-profit organisation
- Vision, mission and goal of NGO
- Communication Strategy for Goal achievement
- Components of Strategic plan
- Implementation Challenges

**Unit III:**

- Brand Communication for NGOs
- Trust for actor/change agent in Development and welfare
- Media for NGO Branding
- Cost-minimising brand communication through multiple platform

**Unit IV:**

- Methods for Advocacy and Campaign Research
- Action Research (PAR)
- Information Gap Elimination Meet Series (IGEMS)
- Randomised Control Trial (RCT)
- Focus Group Discussion (FGD)
- First Information Survey (FIS)

**Recommended Readings:**

- Communication for Rural Development Sourcebook by Mario Acunzo, Marzia Pafumi, Cleofe Torres and Maria Stella Tirol (FAO)
- Indian Paradigm of Development Man Standard by Loha Choudhury, Biplab. Development Hegemony, NGOs and the State in India (2001) by Sangeeta Kamat (OUP India)
- Development Communication Sourcebook: Broadening the Boundaries of Communication by Paolo Mefalopulos (The World Bank)

**Paper XVIII: Rural Development Media Practical****(4 Credits/ 50 Marks)****Total Marks: 50****Practical Examination: 50****(Works in any two units will be tested in practical examination)**

**Pedagogy:** Communicating for development in the rural settings or representing truth of development continues to be a challenge for the communication and development professionals in the modern age. Therefore, the paper on rural communication seeks to guide the students on meeting the practical challenges of successful rural communication. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.



### **Unit I: Project on Rural Development Reporting/Communication through Print Media**

- Content analysis of Rural news, articles, features etc. in dailies/periodicals

### **Unit II: Project on Rural Development Reporting/Communication through audio & audio-visual media**

- Preparation of spoken word program on rural issues/scripting and compiling program/preparing short film any rural issue

### **Unit III: Project on Rural Development Reporting/ Communication through Folk Media**

- Identification of folk forms suitable to rural communication and preparation of suitable content

### **Unit IV: Project on Rural filmmaking**

- Submission of a docu-feature/ short feature film with village/ change-makers in village as protagonist

### **Recommended Readings:**

- Framework on Effective Rural Communication for Development by R. D. Castello & P.M. Braun (FAO)
- Development Communication Sourcebook: Broadening the Boundaries of Communication by Paolo Mefalopulos (The World Bank)
- Indian Paradigm of Development Man Standard and Communication (2011) by Biplab Loha Choudhury, (Chapter on communication & Information for strategy guidance)

## **Specialization Subject [C] Gender, Media and Society**

### **Course Objective:**

This specialisation offers a comprehensive understanding of how gender is constructed, represented and negotiated in society and across diverse media platforms. It draws upon feminist, queer and intersectional theories to examine communication practices in interpersonal, institutional and digital spaces. The course also explores Indian cultural perspectives and indigenous knowledge systems on gender roles, embodiment and expression, while incorporating emerging domains like AI ethics, media monitoring and digital activism. Students will develop critical and creative competencies to engage with media content responsibly, reflectively and inclusively.

### **Learning Outcomes:**

By the end of the course, students will be able to:

- Understand key gender theories and their applications in Indian and global media contexts.
- Examine gender identities beyond binaries, including queer, non-binary intersectional dimensions.
- Analyse media representations of gender using theoretical and practical tools.
- Design outreach campaigns, digital content and media audits with gender sensitivity.
- Integrate traditional Indian perspectives and AI-based tools in evaluating and producing gendered media narratives.

### **Paper XV – Gender and Society**

**Total Marks: 50 Marks (Credit 4)**

**Internal Assessment: 10 Marks**

**End Semester Theory Examination: 40 Marks**

### **Pedagogy:**

Lectures, discussions, guided readings and short student presentations. Folk and classical cultural materials will support theoretical concepts. Reflection exercises and autoethnographic writing will be included.

### **Unit I: Historical and Theoretical Frameworks of Gender**

- Agrarian models, Two-sex model
- Evolution of Feminism (Liberal, Radical, Socialist, Intersectional)
- Queer history and gender history in India

### **Unit II: Gender as a Social Construct**

- Patriarchy and its types

- Masculinity, femininity and non-binary constructions
- Role of institutions in shaping gender identities

### **Unit III: Contemporary Gender Identities and Intersections**

- Gender identity, fluidity, expression, embodiment
- LGBTQIA+ spectrum
- Intersectionality (caste, class, religion, disability)

### **Unit IV: Gender in Popular and Indigenous Cultures**

- Representation in Indian cinema, music, OTT and social media
- Indian Knowledge Systems: gendered embodiment in Nāṭyaśāstra and folk traditions
- Cultural tropes and modern reinterpretations

### **Recommended Readings:**

- Gendered Lives: Communication, Gender, and Culture by Julia T. Wood (Wadsworth Publishing)
- Sociology of Gender: The Challenge of Feminist Sociological Knowledge by Sharmila Rege (Ed.) (Sage Publications)
- Towards a Theory of Patriarchy in The Polity Reader in Gender Studies by Sylvia Walby (Polity Press)
- The Gender and Media Reader by Mary Celeste Kearney (Ed.) (Routledge)
- Feminisms by Arpita Mukhopadhyay & Sumit Chakraborty (ed.) (Orient Blackswan Private Ltd.)
- Women's Employment: Work in Progress by Pamela Philipose & Aditi Bishnoi
- Communication for Gender Sensitization: The Value Discussion Approach by Manisha Pathak Shelat
- Feminism, Media and the Law by Martha A. Fineman & Martha T. McCluskey
- Is Gender Fluid? A Primer for the 21<sup>st</sup> Century by Sally Hines (Thames and Hudson)
- Popular Culture by Abin Chakraborty (Orient Black Swan)

### **Paper XVI – Gender and Media**

**Total Marks: 50 Marks**

**Internal Assessment: 10 Marks**

**End Semester Theory Examination: 40 Marks**

**4 Credit**

### **Pedagogy:**

Blended learning through lectures, media screenings, group discussions and brief analytical assignments. AI-based media tools and gender policies will be introduced for practical insights.

## **Unit I: Feminist Theories and Media Intervention**

- Feminist media theory and development
- Representation of gender in print, broadcast and advertising
- Case studies: Indian media campaigns and backlash

## **Unit II: Queer Media Cultures and the Digital Space**

- Queer theory basics and cyber queer evolution
- Queer activism on Instagram, YouTube, Twitter and OTT
- Content audit of queer representation

## **Unit III: Gendered Narratives and AI**

- Algorithmic bias and gendered data
- Gender-aware content generation using AI
- Role of AI in shaping public perception

## **Unit IV: Media Literacy, Policy and Sensitization**

- Gender-sensitive journalism practices
- Policy frameworks in India (NCW, I&B Ministry, IT Rules)
- Tools for media literacy and inclusive storytelling

### **Recommended Readings:**

- The Gender Communication Connection by Teri Kwal Gamble and Michael W. Gamble (Routledge)
- Media, Gender, and Popular Culture in India: Tracking Change and Continuity by Sanjukta Dasgupta, Dipankar Sinha and Sudeshna Chakravarti (SAGE Publications India Pvt Ltd)
- Media, Gender and Identity: An Introduction by David Gauntlett (Routledge)
- Heroes, Heroines, and Everything in Between: Challenging Gender and Sexuality Stereotypes in Children's Entertainment Media by CarrieLynn D. Reinhard; Christopher Olson (Eds.) (Lexington Books)
- Feminist Interventions in Participatory Media by Lauren S. Berliner & Ron Krabill (ed.)(Routledge)
- Women, Violence, And The Media by Drew Humphries (ed.) (Northeastern UniversityPress)
- The Sustainability Debate: Policies, Gender and the Media by Martina Topic and George Lodoros (ed.) (Emerald Publishing Ltd.)
- The Female Gaze: Essays on Gender Society and Media by Dr. Shoma A Chatterjee(Vitasta Publishing)
- Women in World Journalism by Mona Lisa Jena (Pointer Publisher)
- Whose News? The Media and Women's Issues by Ammu Joseph & Kalpana Sharma

- Woman and Mass Media by Uma Singh
- Women and Media: Challenging Feminist Discourse by Kiran Prasad
- Women in Mass Communication by Pamela J. Creedon and Judith Cramer
- #HashtagActivism: Networks of Race and Gender Justice by Sarah J. Jackson, MoyaBailey, Brooke Foucault Welles - The MIT Press, Cambridge
- Queer Studies: Texts, Contexts, Praxis by Kaustav Bakshi, Rohit K Dasgupta (Orient Black Swan)

## **Paper XVII – Gender and Communication – Community Outreach & Digital Intervention**

**Total Marks: 50 (4 Credit)**

**End Semester practical assessment: 50 Marks**

### **Pedagogy:**

Hands-on project-based learning using digital content creation, participatory methods and guided community observation. AI tools and indigenous ethical communication practices will be incorporated.

### **Unit I: Designing Gender-Based Communication Project**

- Field-based or online observation of gender issues
- Formats: digital storytelling, podcast, photo-narrative, Instagram reel, puppet/folk adaptation, meme campaign
- Use of AI tools for content planning

### **Unit II: Presentation on Indigenous Communication Ethics and Gender**

- Reflection on traditional Indian values
- Gender inclusivity in folk media forms
- Ethical considerations in representing gendered subjects

### **Assessment:**

- Project Output (25 marks)
- Reflection (10 marks)
- Viva/Presentation (15 marks)

Evaluation will be done by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior well-known gender-related experts.

**Paper XVIII- Gender and Communication – Media Practice & Review**  
**Total Marks: 50**  
**End Semester practical assessment: 50 Marks**  
**4 Credit**

**Pedagogy:**

Individual and group-based media monitoring, book/film reviews and short AI-assisted analysis tasks. Peer sharing, faculty feedback and reflective presentations will guide the learning process.

**Unit I: Gendered Media Monitoring Project**

- Choose one platform: News / OTT / Ads / Social Media / Film
- Focus: objectification, stereotyping, trolling, erasure
- Optional tools: hashtag analysis, content classifiers, AI text summarizers

**Unit II: Critical Review of a Gender Text or Visual Media**

- Book, series, documentary or visual artwork
- Analysis through gender-sensitive lens
- Presentation with key insights and media relevance

**Assessment:**

- Media Monitoring Project (25 marks)
- Review Presentation (15 marks)
- Viva (10 marks)

Evaluation will be done by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior well-known gender-related experts.

## **Specialization Subject [D]**

### **Indian Communication Thought & Practice**

**Specialization objective:** The specialization offers deep study of communication theorisation and practice from the Indian sub-continent in trans-generational and contemporary from continuity and departure criticality. The paper introduces the students on various practices of communication carried forth by people over the times with special emphasis on Indian rural and community communication. The specialization offers an opportunity for unlearning various dominant perspectives of communication which failed in application to subcontinental reality and thus to re-evaluate and learn the science and philosophy of communication from a completely new understanding. The specialization develops critical thinking ability of the students through its practical components. The full specialization is also developed based on various integral components of Indian Knowledge System.

#### **Learning outcomes:**

- A critical research -mindedness required for solving problems in different field of work through application of communication
- A communication planner able to apply sub-continental communication resources, ethics and aesthetics in campaign, media and policy making
- Academic and research professional with ability to conduct further research in theorisation and application of the subject

#### **Paper XV: Introduction to Indian Communication Thought & Practice**

**Total Marks: 50 (4 Credits)**

**Internal Assessment: 10 Marks**

**End semester written examination: 40 Marks**

**Pedagogy:** This course aims to introduce the students to the indigenous concepts of communication theory and practice from the Indian sub-continent. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

#### **Unit I: Ancient Indian Communication Thought**

Communication from Indian Perspective; Textual Evidences of Communication since Vedas; Emergence of Classical and folk traditions of communication and its media; Bharatiya administrative Communication & Arthashastra; Classical and folk tradition of expressive and performing communication; Communicating science viz. Khana's Riddles and Rhymes; Tarka, Bitarka and Pratarka- Argumentative Tradition

#### **Unit II: Medieval Indian Communication Thought**

Social response to Islamic Inroad and emergence of modified communication idioms; Key practitioners of Medieval age Indian Communication viz. Tulsidas, Kabir, Mirabai,

Nanakdev, Dadu etc.; Medieval administrative communication system; Rhetorics of protest religions viz. Sikhism, medieval Vaisnavism; Syncretic cultural expressions in Sufism; Emergence of folk forms of entertainment and social value viz. Baul, Jatra forms, Kirtan, Folk poetry, Kawali.

### **Unit III: Modern Indian Communication Thought**

Tagore's Communication thoughts & praxis, Gandhi's Communication Approach, Community Communication Spectrum; Tagore Loop Communicative Action Model

### **Unit IV: Communication in the Indian Philosophical and Aesthetic Traditions**

Hindu view of communication (Nyāya, Vaiśeṣika, Sāṃkhya, Yoga, Mīmāṃsā and Vedānta); Buddhist view of communication; Jaina view of communication; Further exploration of Indian perspectives of communication from ancient Indian texts, viz., Nāṭyaśāstra, Vākyapadīya.

### **Recommended Readings:**

- Culture and Communication in Ancient India and China by Robert T. Oliver (Syracuse University Press)
- In Quest of Alternative Views on Theories of Communication: Excavating Thoughts of Sufism by M. Bolouri (Lambert Academic Publishing)
- Social Communication in Religious Traditions of Asia by Eilers, F. J. (Ed.). (Logos Publications)
- The Gesture Language of the Hindu Dance by Hughes, R. M. (Pseud. La Meri) (Columbia University Press)
- The Word and the World: India's Contribution to the Study of Language by B. K. Matilal (Oxford University Press)
- Intercultural Communication: The Indian Context by R. N. Rao & A. Thombre (Sage Publications India Pvt. Ltd.)

### **Paper XVI: Research and Applications**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End- semester written Examination: 40 Marks**

**Pedagogy:** This course aims to introduce the students to the indigenous concepts of research and applications from the Indian sub-continent. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.



## **Unit I: Contemporary Applications**

Rasa and advertising appeals; Sadharanikaran and science communication; Contemporary relevance of Bharata Muni's AICA communication strategy in impersonal communications

## **Unit II: Field Studies and Research Projects**

Assam University Rural Communication Project (AURCP); Behavior Change Communication (BCC) Strategy for (National Rural Health Mission) NRHM in Uttar Pradesh; Saloni Swasth Kishori Yojna (SSKY) Adolescent Health Program

## **Unit III: Models**

The Gandhian Model of Non-Violent Communication; The Sadharanikaran Model of Communication (SMC); The Bhatta-Mimamsa Model of Communication (BMC), any other model developed later

## **Unit IV: Mindful Communication Insights**

Communication Ethics and Mindfulness: The Buddhist and Other Perspectives; New-Age Mindful Communication Order

## **Recommended Readings:**

- Clothing for Liberation: A Communication Analysis of Gandhi's Swadeshi Revolution by P. Gonsalves (Sage Publications India Pvt Ltd.)
- Folk Arts and Social Communication by D. D. Mukhopadhyay (Publications Division, Ministry of Information & Broadcasting, GoI)
- Mindful Journalism and News Ethics in the Digital Era: A Buddhist Approach by S. A. Gunaratne, M. Pearson, & S. Senarath, (Eds.). (Routledge)
- The Rhetoric of Non-Violence: A Critical Analysis of Selected Speeches by M. K. Gandhi by S. Yamabhai (The Ohio State University)
- Theory and Practice of Communication: Bharata Muni (Indian Tradition of Communication-Vol. 1) by N. M. Adhikary (MakhanlalChaturvedi National University of Journalism and Communication)

**Paper XVII: Communication Praxis of the People**  
**End Semester Practical: 50 Marks**  
**(Field Report, Sample Observation Report and Practical Presentation)**

**Pedagogy:** First three modules are to be learnt through lecture-demonstration mode as far as practicable. Fourth module is to be done under faculty guidance through field work and reporting for internal assessment with provision of bringing community talents in communicative performances (both artistic and rhetorical) for demonstration and assessment. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Unit I: Communication spectrum for forest dwellers and villagers**

- Human communication & its media at family, peer and village level: -Interpersonal, smallgroup and big group
- Ritualistic Communication e.g. during bhaduparb, jawaparb, tusuparb, karamparb, sahrulparb, etc.
- Chain of human communication for socio-political need, Performances for joy and leisure, Mass Communication as intrusive communication
- Mass self-Communication and mobile phone-inventing fusion of interpersonal, group andmass modes for indigenous

**Unit II: Interplay between folk communication, classical communication and tech-media communication**

- Traditional culture, mythology, folk memory and their Communicative expressions indifferent communities- Jhumur, Bhadu, Tusu, Jawa, Kirtan, manasamangal, etc.
- From Community specific forms to Universal forms, e.g. developing Classical Gaudiya Nritya from folk media forms of Bengal, Bharatnatyam from Sadir folk dance
- From classical media to folk media forms, e.g., Chou and Puranas, classical elements inKirtan etc.
- Adaptation of folk and classical media content and formats in TV serials and films
- From film and serial to folk memory- new content, reinforcement of mythology, andchange in folk performances

### **Unit III: Indigenous Communication of Bharat and Its Perspectives**

- Rasa Theory (Bharat Muni 6<sup>th</sup> BCE-2nd BCE, Abhinav Gupta 10<sup>th</sup> CE of Kashmir): Act of aesthetic enjoyment and Tribal Expression with examples from tribal-rural folk forms of Western West Bengal
- Sadharanikaran: Phenomena for action through common orientation in indigenous communities with examples from tribal-rural folk forms of Western West Bengal
- Arthabodh (Meaning unfolding): Folk Communication and Social Meaning unfolding with examples from tribal-rural folk forms of Western West Bengal
- Argumentation: Tradition of resolving conflict, establishing norms and peaceful co-existence within and across groups with examples from tribal-rural folk forms of Western West Bengal

### **Unit IV: Searching Communication Resources in context in indigenous communities**

- Creating 'Annual folk Calendar' for every community to which students belong
- Observing and reporting space, time, content and economic displacement phenomenon among different types of communication
- Observing scopes for Community specific languages and classical languages interaction e.g. between Kurmali-Bengali and between Santhali-Bengali
- Strategy for communication utilisation in indigenous communities for welfare and development

#### **Reference:**

Who Needs Folklore? The Relevance of Oral Traditions to South Asian Studies by A. K. Ramanujan (The Center for South Asian Studies, University of Hawaii)

### **Paper XVIII: Project/ Research Paper Total**

**Marks: 50**

**End Semester Practical: 50 Marks**

(Any one of the three)

1. Application of Indian Communication concept/folk tradition in advertisement/public campaign
2. Production of two videos - one for Indian Communication Knowledge and other for use of ICK in practical work/daily life
3. A research paper on relevant topic area

**Specialization Subject [E]**  
**Advanced Media Organization Management**

**Specialization Objective:** This specialization trains the students in managerial skills for media organizations. Students interested in business management, in entrepreneurship, in organizational operations and management will be able to learn the theoretical, strategical and practical aspects of media organization management. The paper aims to expose the students to various theoretical understanding of managerial practices as well as issues and practices particularly for media industry. The paper also provides an opportunity to the students to apply their theoretical knowledge in various practical assignments for diverse forms of media.

**Learning Outcome:**

- Confidence to fit into roles in production, marketing and general management;
- Preparedness for media entrepreneurship.

**Paper XV: Advance Media Organization Management Theory**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Pedagogy:** This paper will introduce the students to the practical aspects of media organization management to prepare them for the industry challenges in sync with the ground reality. Course teacher(s) may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Unit I: Overview**

- Media organisation structure and strategy;
- POSDCORB strategy: planning, organizing, staffing, directing, coordinating, reporting and budgeting;
- Five core media organization management aspects: production management, human resource/ management, financial management, technology management, corporate communication management
- Market: Competition, dual market, marketing strategy

**Unit II: Production Management**

- Print media content production management, radio program production management, television program production management, folk media content production management, newmedia content production management

### **Unit III: Human Resource/ Personnel and Financial Management**

- Staff recruitment: selection, hiring, grooming and retention
- Financial management: sales management, advertising management, event management

### **Unit IV: Technology Management**

- Print media operations management
- Radio station management
- Television studio and channel management
- New media platform and web-portal management

### **Recommended Readings:**

- Managing Media Work by Mark Deuze (Sage Publications Ltd)
- Strategic Management in the Media: Theory to Practice by Lucy Küng (Sage Publications Ltd)
- Managing Dyadic Interactions in Organizational Leadership by Kanika T. Bhal, M.A. Ansari

## **Paper XVI: Advanced Media Organization Management**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Pedagogy:** This paper will introduce the students to the practical aspects of media organization management to prepare them for the industry challenges in sync with the ground reality. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

### **Module I: Organizational Design**

- Departmentation
- Virtual Mos Task
- Convergence modules

### **Module II: Research for Media Business**

- Researching Audience
- Researching Competitors
- Product/service research
- Monitoring

**Module III: Marketing**

- Brand Promotion
- Distribution Management
- Advertising Management

**Module IV: Organizing Production**

- Work FlowSchedule
- Time & Quality Control
- Production-marketing Linkage

**Recommended Readings:**

- Indian Media Business by Khandakar, Sage 2011
- Media Organization Management by Loho Choudhury, Biplab, UBI Kolkata, 2008

**Paper XVII: Media Entrepreneurship**

**Total Marks: 50**

**End Semester Practical: 50 Marks**

**(Study report on any media start-up of 25 marks + Own enterprise building report of 25 marks)**

**Pedagogy:** The paper is practical, will be completed with development of media start-up by one or more students together. Study on legal matters, investment, media product, product's communication package, break-even prediction, organizational site, vision of the start-up, licensing, organizational ownership, man power requirement, market scope and trial of the enterprise at any type of media or convergent media will be through teacher-guided self-study of organizations and legal framework of the country. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Module I: Legal framework**

Suitable Ownership type, Regulations, Licensing

**Module II: Technological Framework**

Production and distribution Platform, equipment, software, training of HR

**Module III: Product/service Framework**

Vision, mission and Goal of the start-up

Product/service features, Unique selling proposition, Public and private good aspects,

Communication package for Audience

## **Module IV: Financial Framework**

Investment capital, Funding, Break-even prediction, marketing strategy for product/service

### **Recommended Readings:**

- The Strategic Digital Media Entrepreneur (2018), by Penelope M. Abernathy, Joanna Sciarrino, John Wiley and Sons.

## **Paper XVIII: Advance Media Organization Management - Practical**

**Total Marks: 50**

**End-Semester Practical: 20 x 2=40 (Any two) + Viva-voce 10**

### **Unit I: Assignment (Print Media)**

- Practical assignment on any one of the five core media organization management aspects with respect to the print media

### **Unit II: Assignment (Radio)**

- Practical assignment on any one of the five core media organization management aspects with respect to the radio media

### **Unit III: Assignment (Television)**

- Practical assignment on any one of the five core media organization management aspects with respect to the television media

### **Unit IV: Assignment (New Media)**

- Practical assignment on any one of the five core media organization management aspects with respect to the new media

**Specialization Subject [F]**  
**Specialization: Science and Health Communication**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Specialization Objective:** As a media professional, one is required to contribute to scientific discourses. This specialization will equip students with the knowledge of navigating between technical knowledge and reproduction of the same in mass media. Media professionals play an important role in building scientific knowledge in the public domain as well as information dissemination from the scientific community to the general public. For this purpose media professionals' roles can range from writing in print media/web media to creation of radio/television/web programs/films.

**Learning outcome:** To become proficient in dissemination of messages from the scientific community to the general public by developing comprehensive communication skills.

**Paper XV: Science Communication (Theory)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Pedagogy:** Communicating science to the common masses has always been a challenge for communication practitioners and science specialists alike. Considering the pressing need for effective science communication in the public domain, the paper on science communication aims to impart the basics of science communication to the students that may be applied by them in practical communication situations. Lecture, discussion, debates, case studies, impromptu exercises, assignments, quizzes, students' seminar, practical. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Unit I:**

Overview of Science Communication – Concepts, theories, current issues and applications

**Unit II:**

Models of Science Communication: Deficit Model, Dialogue/Public Engagement Model, Participation Model

**Unit III:**

The media-science dynamic: Journalistic culture versus science culture; Interviewing - Interviewing science professionals, scripting, interpreting for audiences, preparing for interviews.



#### **Unit IV:**

Making science content accurate: Primary vs. secondary sources, substantiating claims, tracking evidence, accessing expertise, doing follow-up, revising.

#### **Recommended Readings:**

- Mukherjee, R. (2015). 'You are the first journalist and you are the last journalist who ever come here': Nuclear secrets and media practices of access-trespass. *Media, Culture & Society*
- Burns, T.W., O'Connor, D.J. and Stocklmayer, S.M. (2003) 'Science communication: a contemporary definition.' *Public Understanding of Science*. 12, pp. 183–202
- Successful science communication: telling it like it is (2010), Cambridge University Press
- Blum, Deborah, Knudson, Mary & Marantz Henig, Robin (2005). *A Field Guide for Science Writers: The Official Guide of the National Association of Science Writers*.
- Hancock, Elise. *Ideas into Words: Mastering the Craft of Science Writing*. Baltimore and London: Johns Hopkins, 2003.
- Venkataraman, Bina. "Finding Order in the Apparent Chaos of Currents," *The New York Times*, September 28, 2009.
- "Refrain from Using the Alphabet: How Community Outreach Catalyzed the Life Sciences at MIT." In *Becoming MIT: Moments of Decision*. Edited by David Kaiser. MIT Press, 2010, pp. 145–163. ISBN: 9780262113236.

### **Paper XVI: Health Communication (Theory)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Pedagogy:** This paper will be taught in a combination of health institution involvement, health campaign participation and strategy analysis. Lecture, discussion, debates, case studies, impromptu exercises, assignments, quizzes, students' seminar, practical assignments maybe used during classes. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

#### **Unit I: Introduction**

Overview of Health Communication - concepts, theories, current issues & applications;  
Social Determinants of Health Communication;

#### **Unit II: Health Communication and the public**

Cognitive Theory and Social Norms; Social and behavior change communication;

### **Unit III: Health Journalism - Fieldwork and Reporting**

Health beat reporting; Understanding the field; Reporting for health awareness and promotion;

### **Unit IV: Communication strategizing**

Communication strategizing in crisis situations: WHO Outbreak Communication Guidelines - principles and planning steps; Social Marketing & Media campaign for health promotion

#### **Recommended Readings:**

- Corcoran, N. (Ed.). (2013). *Communicating Health: Strategies for Health Promotion*. Sage
- Schiavo, Renata. (2013). *Health communication: From theory to practice*. John Wiley & Sons.
- Fishbein, M. & Capella, J.N. (2006). The role of theory in developing effective health communications, *Journal of Communication*, S1-S17.
- *Effective Media Communication during Public Health Emergencies. A WHO Field Guide* by V.T. Covello, R.N. Hyer (World Health Organization)
- *WHO Outbreak Communication Planning Guide* (World Health Organization)
- Rimal, R.N.& Real, K. (2005). How behaviors are influenced by perceived norms: A test of the Theory of Normative Social Behavior, *Communication Research*, 389-414
- Gordon, R., McDermott, L., Stead, M., Angus, K. (2006). The effectiveness of social marketing interventions for health improvement: What's the evidence? *Public Health*, 1133-1139.
- Cohen, D.A., Farley, T.A., Bedimo-Etame, J.R. et al., (1999). Implementation of condom social marketing in Louisiana, 1993-1996, *American Journal of Public Health*, 204-208
- Bandura (2004) *Health Promotion by Social Cognitive Means*, *Health Education & Behavior*, 143-164.
- Kreps, G.L. & Neuhauser, L. (2010). New directions in eHealth communication: Opportunities & challenges. *Patient Education and Counseling*, 329-336.
- *Essentials of Public Health Communication* (2010), Richard N. Harner, David E. Nelson, Claudia Parvanta, Sarah Parvanta, Jones and Bartlett Learning
- *Health Communication Theory, Methods and Application* (2014), Edited by Nancy Grant Harrington, Routledge
- *Health Communication Strategies and Skills for a New Era* (2018), Claudia Parvanta, Sarah Bass, Jones and Bartlett Learning

## **Paper XVII: Science Communication (Practical)(4 credits/50 marks)**

**Total Marks: 50**

**End Semester Practical: 50 Marks**

**Pedagogy:** Discussion, consultation, supervising projects and feedback on project will be given for this practical oriented paper. Course teacher shall provide detailed guidelines on the procedure and deadlines.

### **Unit I**

Book review: A critical review of a popular science book released in the past decade.

### **Unit II**

Presentation: Each student will explore the media coverage of a scientific controversy (Indian/Foreign) and make a comprehensive presentation in class.

### **Unit III**

Science feature: A mid-length popular feature about any topic of current relevance in the scientific world after consulting recently published academic articles and interviewing at least one scientist working on the topic chosen.

### **Unit IV**

Scripting and preparing short field-based audio/audio-visual program on any local/national health issue by working in groups of four-six

### **Recommended Readings:**

- Hancock, Elise. Ideas into Words: Mastering the Craft of Science Writing. Baltimore and London: Johns Hopkins, 2003.

### **Readings from popular press:**

- Crichton, Michael.  
[http://www.nytimes.com/2006/03/19/opinion/19crichton.html?pagewanted=1&sq=gene%20patents&st=Search&scp=2&\\_r=0](http://www.nytimes.com/2006/03/19/opinion/19crichton.html?pagewanted=1&sq=gene%20patents&st=Search&scp=2&_r=0)
- Davis, Nicola.  
<https://www.theguardian.com/science/2014/apr/10/write-science-feature-wellcome-trust-writing-prize-50>
- Rathi, Akshat.  
<https://www.theguardian.com/science/2014/apr/24/how-to-avoid-common-mistakes-in-science-writing>
- Further reading:  
<http://niemanreports.org/articles/books-every-science-writer-should-read/>

**Paper XVIII: Health Communication (Practical) (4 credits/50 marks)**

**Total Marks: 50**

**End Semester Practical: 50 Marks**

**Pedagogy:** Discussion, consultation, feedback, supervising projects and project feedback will be given for this practical oriented paper. Course teacher shall provide detailed guidelines on the procedure and deadlines.

**Unit I**

Book review: A critical review of an academic book related to the field of health communication released in the past decade.

**Unit II**

Presentation Each student will explore the media coverage of a public health campaign (Indian/Foreign) and make a comprehensive presentation in class.

**Unit III**

Health feature: A mid-length popular feature about any topic of current relevance in health after visiting a local health institution and interviewing at least one health care professional

**Unit IV**

Scripting and preparing short field-based audio/audio-visual program on any local/national health issue by working in groups of four-six/10-15 minutes street play performance of a pressing health issue in the locality.

**Recommended Readings:**

- Genealogy of a controversy: development of an anti-fertility vaccine. Viswanath, K., & Kirbat, P. (2000). Economic and Political Weekly, 718-725.
- Genealogy of a controversy: development of an anti-fertility vaccine. Sood, S., Shefner-Rogers, C., & Skinner, J. (2014). Journal of Creative Communications, 9(1), 67-84.

## **Specialization Subject [G]**

### **Advance Audio-Visual Production**

**Specialization Objective:** The paper Advance Audio-Visual Production provides the platform to understand functioning of the audio-visual industry in its essence. The various technical aspects of producing audio-visual content has been detailed out in the paper with three practical aspects for making students well acquainted with these form of media exercises. Along with emphasizing the creation of news content, the paper also focuses on the cinematic aspect, the need to develop skill for creating short films or documentaries or web series which have turned to be vital means of entertainment for the mass consumers. Production of AV content has been the core of media industry and this paper inculcates the potential to harness the same.

#### **Learning Outcomes:**

- Students will have in-depth knowledge about the audio-visual skills required for professional development.
- Enhance creativity through practical assignments.

#### **Paper XV: Advance Audio-Visual Production Theory(4 Credits/ 50 Marks)**

**Total Marks: 50 Marks Internal**

**Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Pedagogy:** Lectures, discussion of texts, presentations, students' seminar, quizzes may be used during classes. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

#### **Unit I**

- Evolution of audio and visual communication
- Frame, shot, scene, sequence
- Lens, focus, depth of field (the relation of the trio)
- Space, Time, Montage

#### **Unit II**

- Various video formats, Aspect ratio
- Audio format, Compression of audio and video
- Visual effects, Chroma Keying, Importance
- Sound effect, folleying - importance in AV production
- Artificial Intelligence in Audio Visual Production

### **Unit III**

- Theories related with film and visual production
- Screenplay, Plot point, Storyboard
- Music, Dialogue, Adaptation
- Understanding Audio-Visual Advertisement

### **Unit IV**

- Visualization - composition, aesthetics
- Mise-en-scene, Inter-textuality
- Subject-camera relationship
- Post-production, publicity

### **Recommended Readings-**

- The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age by Steven Ascher & Edward Pincus (Plume)
- Video Production by V. Belavadi (Oxford University Press)
- Single Camera Video Production by Robert B. Musberger, & Michael R. Ogden (Focal Press)
- Deep Focus: Reflection on Indian Cinema by Satyajit Ray (Harper Collins)
- Outline of Editing by M.K. Joseph (Anmol Publications)
- Recording Studio Design by Philip Newell (Focal Press)
- Broadcast Journalism Basic Principles by SC Bhatt (Har Anand Publications)

### **Paper XVI: Radio Practical Paper**

**(4 Credits/ 50 Marks)**

**Total Marks: 50**

**End Semester Practical: 50 Marks**

**Pedagogy:** Discussion, workshop, project feedback will be used for this practical oriented paper. Course teacher shall provide detailed guidelines on the procedure and deadlines.

### **Practical Assignment**

Students are required to prepare individually or in group a radio PSA / Interview / Feature / Documentary (preferably, but not limited to, developmental activities, achievements or human-interest topics of concern from locality). The stories may be compiled to form an audio magazine.

Evaluation will be based on individual/group performance in above (40 marks) and viva (10 marks). Evaluation may be done by internal examiner and external examiner (other department of Visva-Bharati/outside university)

**Recommended readings:**

- Essential Radio Journalism by Paul Chantler & Peter Stewart (A & C Black Publishers Limited)
- Writing & Producing Radio Dramas by Esta De Fossard (Sage Publications)
- The Radio Producer's Handbook by R. Kaempfer & S. John (Allworth Press)
- The Radio Station: Broadcast, Satellite and Internet by M.C.M. Keith (Focal Press)
- Radio Production by R. McLeish (Focal Press)
- Radio Programme Production by M. Neelamalar (PHI Learning)
- Radio and TV Journalism by K.M. Srivastava (Advent Books Division)

**Paper XVII: Television Practical Paper**

**Total Marks: 50 (Credit 4)**

**End Semester Practical: 50 Marks**

**Pedagogy:** Discussion, workshop, project feedback will be used for this practical oriented paper. Course teacher shall provide detailed guidelines on the procedure and deadlines.

**Practical Assignment**

Students are needed to prepare in group (preferably) a television advertisement / television news bulletin. The whole news-story/bulletin is to be prepared with proper set up and should reflect industry standard. Each student must play a distinct role in the whole production process.

Evaluation will be based on individual/group performance in above (40 marks) and viva (10 marks). Evaluation to be done by internal examiner and external examiner (other department of Visva-Bharati/outside University).

**Recommended readings-**

- Radio and TV Journalism by K.M.Srivastava (Advent Books Division)
- Video Production by V. Belavadi (Oxford University Press)
- Broadcast News Writing, Reporting and Production by Ted White Frank Barnas (Focal Press)
- Producing for TV and New Media by C. Kellison (Focal Press)
- How to Study Television by Keith Selby and Ron Cowdery (MacMillan)
- Visual Media Communication by Pradeep Mandav (Authorspress)
- The Insiders' Guide to Writing for Screen and Television by Ronald B. Tobias (Writer's Digest Book)

## **Paper XVIII: Cinema Practical Paper**

**(4 Credits/ 50 Marks)**

**Total Marks: 50**

**End Semester Practical: 50 Marks**

**Pedagogy:** Discussion, workshop, project feedback will be used for this practical oriented paper. Course teacher shall provide detailed guidelines on the procedure and deadlines.

### **Practical Assignment**

Students are needed to prepare individually or in group a short film / documentary / web series. Each student must play a distinct role in the whole production process.

Evaluation will be based on individual/group performance in above (40 marks) and viva (10 marks). Evaluation to be done by internal examiner and external examiner (other department of Visva-Bharati/outside University)

### **Recommended readings-**

- The Filmmaker's Handbook: A Comprehensive Guide for the Digital Age by Steven Ascher& Edward Pincus (Plume)
- How to Read a Film by J. Monaco (Oxford University Press)
- The Five C's of Cinematography: Motion Picture Filming Techniques by Joseph V. Mascelli (Silman-James Press)
- The Film Spectator: From Mind to Sign by Warren Buckland (ed.) (Amsterdam University Press)
- Reinventing Film Studies by Gledhills and William (Arnold)



**Specialization Subject [H]**  
**Advance Online Media and Mobile Journalism**  
**(4 Credits/ 50 Marks)**

**Objective of the paper:**

This specialisation introduces students to the dynamic landscape of online journalism and mobile storytelling. It explores both foundational and advanced concepts of cyber communication, digital content creation, and mobile journalism (MoJo). With the proliferation of smartphones, tablets, and portable devices, mobile journalism has emerged as a powerful tool for real-time reporting. The course also examines emerging trends in Artificial Intelligence (AI) that are reshaping digital newsrooms.

**Learning Outcome:**

By the end of this course, students will be able to critically understand the evolving landscape of digital journalism and apply mobile-first strategies for multimedia storytelling. They will demonstrate proficiency in creating, managing, and evaluating online and mobile content using professional tools and platforms. Learners will also develop ethical awareness and analytical skills in navigating the digital ecosystem, including the responsible use of AI technologies in content production and dissemination.

**Paper XV - Cyberspace and Content Creation**  
**(4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Pedagogy:**

Lectures, guided discussions, multimedia presentations, practical workshops, student-led seminars, and short MoJo assignments will be used. Course teachers may extend the topics with necessary addition and minor alterations to teaching.

**Unit I: Key Concepts in Digital Journalism**

- Media Convergence and the Digital News Ecosystem
- Cyberspace, Information Superhighway, and Blogging
- Podcasting, Live Streaming, Microblogging, and Web Advertising
- Introduction to AI in Online Media: Automation, SEO, and Personalization

## **Unit II: Content Creation for Web and Mobile Platforms**

- Cyber Journalism
- Multimedia Storytelling
- Interactivity, Audience-Generated Content, and Participatory Platforms
- Citizen Journalism and the Role of Mobile Devices

## **Unit III: Content Management and Digital Aesthetics**

- Web Writing Best Practices: Clarity, Conciseness, and Engagement
- Visual Design and Multimedia Integration in Digital Platforms
- Managing Content Using CMS: WordPress and Alternatives
- AI Tools in Content Curation, Moderation, and Fact-Checking

## **Unit IV: Cyber Laws, Ethics, and Governance**

- Article 19(1)(a) and 19(2): Freedom of Speech and Reasonable Restrictions
- Right to Privacy vs. Right to Information in the Digital Age
- Copyright, IT Act, Plagiarism, and Online Content Ownership
- Digital Ethics and AI Transparency

## **Recommended Readings:**

- Journalism Online by Mike Ward (Focal Press)
- Online Newsgathering: Research and Reporting for Journalism by Stephen Quinn, Stephen Lambie (Focal Press)
- Online News Journalism and the Internet by Stuart Allan (Open University)
- Participatory Journalism: Guarding Open Gates at Online Newspapers by Jane B. Singer, David Domingo, Ari Heinonen, Alfred Hermida, Steve Paulussen, Thorsten Quandt, Zvi Reich, Marina Vujnovic (Wiley-Blackwell)
- The Handbook of Global Online Journalism by Eugenia Siapera, Andreas Veglis (Wiley-Blackwell)
- Writing for the Web: Creating Compelling Web Content Using Words, Pictures, and Sound by Lynda Felder (New Riders)
- Laws of the Press by D.D. Basu (Prentice Hall) Digital Media Revisited (The MIT Press)
- Web Theory: An Introduction by Robert Burnett & P. David Marshall
- Cyber Media Journalism: Emerging Technologies by Jagadish Chakravarthy Net, Media and Mass Communication by Jagadish Chakravarthy
- Mass Media and Information Revolution by Gopal Bhargava
- Voice of Social Media in Democracy: An Anthology by Mausumi Bhattacharyya New Media in India: Current Trends and Future Prospects

## **Paper XVI: Mobile Journalism Theory**

**(4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

### **Pedagogy:**

Hands-on sessions, case studies, practical demonstrations, peer review of student videos, app-based assignments and class discussions. Course teachers may extend the topics with necessary addition and minor alterations to teaching.

### **Unit I: Fundamentals of Mobile Journalism**

- Concept, Advantages and Applications of MoJo
- Evolution of Mobile Devices and Technical Capabilities
- Essential Skills for MoJo: Framing, Scripting, Voice-over
- AI-enabled Mobile Tools: Transcription, Subtitling and Auto-editing

### **Unit II: MoJo Ethics and Impact**

- Principles of Mobile Journalism Ethics
- MoJo and Its Influence on Traditional Newsrooms
- Social Media and MoJo: Virality, Accuracy and Responsibility
- Ethical Risks: Privacy, Consent, Sensationalism and AI Deepfakes

### **Unit III: Storytelling and Reporting through Mobile Devices**

- Writing, Reporting and Visualising for Mobile-first Audiences
- Citizen Journalism via Mobile Devices: Strengths and Pitfalls
- Photography and Videography using Mobile Apps
- Interviews and Live Streaming: Techniques, Challenges, Tools

### **Unit IV: Tools and Techniques for MoJo**

- MoJo Kits: Tripods, Mics, Lenses, Gimbals and Lighting
- Visual Narratives: Video Shots, Photo Essays, Mobile Edits
- Editing on Smartphones: Audio-Video Apps (Kinemaster, InShot, etc.)
- Limitations and Challenges: Storage, Battery, Connectivity, Verification

### **Suggestive Reading:**

- MOJO: The Mobile Journalism Handbook by Ivo Burum, Stephen Quinn (Routledge)
- Mobile and Social Media Journalism: A Practical Guide by Anthony Adornato (Sage Publishing)
- Mobile-First Journalism by Steve Hill and Paul Bradshaw (Taylor and Francis)

Limited)

- The Online Journalism Handbook by Paul Bradshaw (Routledge)
- Creative Mobile Media: A Complete Course by Sylvie Prasad (World Scientific Europe Ltd)

**Paper XVII - Advanced Online Media Practical  
(4 Credits/ 50 Marks)**

**Total Marks: 50**

**End Semester practical: 50 Marks**

**Projects and Practical Assignments**

- Practical assignment on webpage content creation and publishing
- Practical assignment on web advertising monitoring
- Practical assignment on blogging (theme-based)
- Vlogging

The evaluation will be based on the assignments (40 marks) and viva (10 marks)

Evaluation will be done based on the reporting of the practical projects made by the students. Evaluation will be done by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry experts.

**Paper XVIII: Mobile Journalism - Practical  
(4 Credits/ 50 Marks)**

**Total Marks: 50**

**End Semester Practical: 50 Marks**

**Projects and Practical Assignments**

- Creating audio story on Mobile phone
- Creating Photo Stories on Mobile Phone
- News Report Making through Mobile phone
- Short film-making through Mobile Phones

The evaluation will be based on the assignments (40 marks) and viva (10 marks).

Evaluation will be done based on the reporting of the practical projects made by the students. Evaluation will be done by the course teacher(s) as well as subject-savvy examiner(s) from either the other departments of the university or examiner(s) from other universities or senior industry experts.

**Specialization Subject [I]**  
**Political Communication and Global Media**

**Specialization Objective:**

This paper aims to expand the understanding of the students on political issues and international relations, world peace, conflicts and their resolutions, security and public diplomacy from the perspective of communication and global media. The paper equips the students with in-depth understanding of political and international communication issues and challenges along with the role of communication in addressing global issues. The paper develops the skills of the students to apply communication and to use the tool of media to resolve international problems, to ensure security, to bring forth and sustain world peace, for conflict resolutions and to strategize public diplomacy. The paper also carries relevant components of Indian Knowledge System enhancing common understanding on Indian polity. The paper is not only crucial for those interested in socio-political news coverage, international journalism, but also for those who are interested in working at field of international affairs, foreign policy developments, external affairs, diplomatic communication and international operations. The paper will also help students to prepare for various career options and competitive exams enhancing their knowledge in current affairs and critical understanding of world affairs.

**Learning Outcomes:**

- (i) The students will develop in-depth understanding and critical perspectives on the issues of international relations and international communication and media
- (ii) The students will develop skill for diplomatic communication and using different forms of communication for conflict resolution, world peace and security enhancement
- (iii) The students will be equipped with knowledge necessary for various competitive examinations as well as for career advancements in multiple disciplines by acquiring vast understanding of current international affairs and issues along with developing practical positive resolutions of the problems

## **Paper XV: Political Communication & International Communication**

**(4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Pedagogy:** Lectures, discussion of texts, group discussions, debates, presentations, exercises and assignments, students' seminar may be used during classes. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

### **Unit I: Introduction to Political Communication**

- Evolution of political communication
- Political communication theories
- Forms of political communication

### **Unit II: Introduction to International Communication**

- Historical overview of international communication
- Theories of international communication
- Global communication structure - issues and challenges

### **Unit III: Global Media**

- Different media systems around the world
- Key media players in international and transnational communication
- Alternative media and its impact

### **Unit IV: Global media in Political Communication - Case Studies\***

- Role of media in international communication
- Role of media in social movements around the globe
- Role of media in democracy, governance and elections
- Role of media in other socio-political issues

\*To be done through students' seminar presentation/debate/group discussion as part of internal evaluation

### **Recommended Readings:**

- International Communication: Continuity and Change By Daya Kishan Thussu (Bloomsbury)
- International Communication: A Reader by Daya Kishan Thussu (Routledge)
- India's Foreign Policy and its Neighbors by J.N. Dikshit (Gyan Publishing House)
- Bananas, Beaches and Bases: Making Feminist Sense of International Politics by

Cynthia Enloe.

- Joseph Grieco, G. John Ikenberry, Michael Mastanduno (Red Globe Press)
- “Crisis in Civilisation” by Rabindranath Tagore in The English Writings of Rabindranath Tagore, edited by Sisir Kumar Das (Sahitya Academy)
- “Meeting of the East and the West” by Rabindranath Tagore in Visva-Bharati Quarterly (Visva-Bharati)
- International Media by JP Alhuwalia
- Practice of World Journalism by PC Verma
- Media and Communication in Third World by Zahid Hussain and Vanita Roy
- Practicing Global Journalism: Exploring Reporting Issues Worldwide by John Herbert

**Paper XVI: Communication for Peace, Conflict Resolution & Security  
(4 Credits/ 50 Marks)**

**Pedagogy:** Lectures, discussion of texts, group discussions, debates, presentations, students’ seminar may be used during classes. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Unit I: Peace and Communication**

- Understanding peace: concept of peace and violence, culture of peace, Peace building strategies, Tagore’s concept of World Peace
- Peace through strength & armed control, Peace through negotiation, Peace through Justice, Peace through personal evolution
- Mediation, Negotiation, Non-violent communication, Mindful communication
- Peace journalism, Aesthetics of peace

**Unit II: Conflict resolution and Communication**

- Conflict: concept, levels, issues, actors, theories
- Conflict analysis
- Escalation & de-escalation process
- Conflict & crisis management
- Conflict resolution: Theories, strategies and mechanism
- Conflict transformation: Approaches
- Conflict reporting, media representation of conflicts

### **Unit III: Security and Communication**

- Security: evolution of the concept,
- Traditional and non-traditional security
- Societal security, contesting security, ontological security, security as emancipation, human security, non-human referents, concept of risk
- Securitization theory and its ethics, desecuritization, positive security, negative security, anti-security
- Reporting security issues, Media in promoting and sustaining the culture of insecurity, Media in promoting and sustaining the sense of security, Visual securitization, Semiotics of security

### **Unit IV: Case Studies\***

- Media in peace building and sustaining mechanism
- Media in conflict resolution
- Media in security sustenance

\*To be done through students' seminar presentation/debate/group discussion as part of internal evaluation

### **Recommended Readings:**

- Routledge Studies in Peace and Conflict Resolution, Edited by Tom Woodhouse and Oliver Ramsbotham
- Fresh Banana Leaves: Healing Indigenous Landscapes Through Indigenous Science by Jessica Hernandez
- Routledge Studies in Security and Conflict Management, Edited by Fen Osler Hampson, Chester Crocker and Pamela Aall
- Routledge Companion to Peace and Conflict Studies, Edited by Sean Byrne, Thomas Matyok, Imani Michelle Scott and Jessica Senehi
- Communication and Peace: Mapping an emerging field, Edited By Julia Hoffmann, Virgil Hawkins
- Communication and Conflict Resolution Skills by Neil H. Katz, John W. Lawyer, Katherine Joanna Sosa, Marcia Sweedler, and Peter Tokar
- Conflict Culture & Communication by Stefanie Stadler
- Information Warfare and Cyber Security by RC Mishra



## **Paper XVII: Global Politics and Public Diplomacy**

**(4 Credits/ 50 Marks)**

**Total: 50 Marks**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Pedagogy:** Lectures, discussion of texts, group discussions, debates, presentations, students' seminar may be used during classes. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

### **Unit I: Global Politics**

- Perspectives on global political history
- Major political theories & systems
- India polity and economy: Bharatavarsha as a Chakravarti- kshetra; the role of King as protector of Dharma, as the strength and support of the weak, as the protector of Varta, as the protector of the times; Varta: Krishi, Gopalana and Vanijya

### **Unit II: Public Diplomacy**

- Diplomacy – concept and applications; Public diplomacy – concept and applications
- Soft power, nation branding, psychological operations, advocacy
- Global diplomatic forums and nation blocks

### **Tools of Public Diplomacy**

- Speech, Non-verbal cues, Visual aesthetics
- Inter-personal communication skills
- Use of mass media
- Use of digital media
- Traditional media and cultural relativism

### **Unit III: Public Diplomacy campaign\***

- Nature of campaign – local, regional, national, global
- Tools – speech, non-verbal cues, visual aesthetics, mass media, digital media, traditional media
- Stages of developing a campaign, Campaign strategies

### **Unit IV: Media's role in global political issues**

- Migration & border
- Environment & climate change
- Insurgencies & communal violence
- Human rights & development

\*To be done through public diplomacy/advocacy campaign planning presentation/execution by students as part of internal evaluation

**Recommended Readings:**

- International Public Relations and Public Diplomacy: Communication and Engagement by Guy J. Golan (Editor), Sung-Un Yang (Editor), Dennis F. Kinsey (Editor)
- Routledge Handbook of Public Diplomacy, Edited by Nancy Snow, Nicholas J. Cull
- Public Diplomacy in Global Communication: Theories and Models by Zhou Qing'an
- Public Diplomacy: Foundations for Global Engagement in the Digital Age by Nicholas J. Cull
- Media Nations: Communicating Belonging and Exclusion in the Modern World by Sabina Mihelj
- Castells, Manuel (2008): The new public sphere: Global civil society, communication networks, and global governance, in The ANNALS of the American Academy of Political and Social Science, Vol. 616, No. 1, 78-93.

**Paper XVIII: Political Communication & Global Media - Practical**

**(4 Credits/ 50 Marks)**

**Total Marks: 50**

**End Semester Practical: 50 Marks**

**Pedagogy:** Discussion, group discussions, debates, presentations, feedback may be used during classes. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

**Unit I (25 marks):**

Project: Seminar presentation on any one current global conflict and media's role in it

**Unit II (25 marks):**

Term paper: 2500 words term paper on any one issue of international political communication and its solution

Or

Industry experience report and internship certificate submission for self-initiated internship only with UN/Parliament/MEA or other similar organizations **(50 marks)**

## **Specialization Subject [J]** **Digital Media Creative**

### **Specialization Objective:**

This paper aims to expose the students to the latest storytelling structures and techniques of online platforms and challenges in expanding their horizon for understanding the revolutionizing concepts of narratives and communication. The paper offers a balance of theoretical and conceptual depth along with practical implementation of those conceptual understanding through a series of long form narrative assignments. The paper trains the students to develop critical thinking and analytical ability, to develop smooth trans-media workflow strategies and to evolve ethical decision-making senses. Through long form narratives the paper develops the skills of analytical, investigative and in-depth journalism along with creative expressions through practical works on digital art forms.

### **Learning Outcome:**

- (i) The students will develop in-depth understanding of long form narratives and new way of story-telling using digital media
- (ii) The students will develop skills for using digital platforms for experimental communication and story-telling projects challenging their sense of creativity and aesthetics
- (iii) The students will be developing niche skills for a professional platform that will soon become the future of media narrative and digital communication

### **Paper XV: Digital Media Narratives** **(4 Credits/ 50 Marks)**

**Total Marks: 50**

**Internal Assessment: 10 Marks**

**End Semester Written Examination: 40 Marks**

**Pedagogy:** Lecture, discussion, debates, case studies, impromptu exercises, assignments, quizzes, students' seminar, practicals. Course teacher may extend on the topics with necessary addition and minor alterations at the time of teaching.

### **Unit I: Introduction**

- Background concepts: Philosophy and Politics of digital narratives, new narratives, theory of narratives and narratology, structure of storytelling
- Changing concept of time and space, changing concept of self – virtual identity, changing concept of community – virtual community, new audiences – prosumer, cyber-culture, digital capitalism, mediated emotion and social media, Meta-verse
- Changing communication pattern –semiotics, science and aesthetics, new media theories

## **Unit II: New Forms and Formats**

- Text, audio, visual images, video, visualizations, data journalism, maps
- Long form narratives: Interactive documentary, multimedia narratives, immersive media, trans-media storytelling, auto-ethnography and ethnographic journalism
- New media art, new media installation, AI, VR, AR, MR, XR, Games and storytelling
- Social media fiction, interactive narratives, participatory storytelling, shorts, reels, stories, OTTs

## **Unit III: New Techniques and Process**

- Participatory storytelling, open draft journalism, interactive reporting, social media narratives
- Creating content for mobile screens, vertical videos, Integration of online-offline narratives, real time storytelling, mobile production
- Post-structuralist approach, post-modern narratives, subject positioning of author, self-representation, real time journalism
- Planning and executing trans-media narrative
- Planning and executing new media art and installation

## **Unit IV: Case Studies**

- Interactive documentaries
- Immersive journalism projects
- New media art

## **Recommended Readings:**

- Interactive Documentary: Theory and Debate by Kate Nash (Routledge)
- The Interactive Documentary Form: Aesthetics, Practice and Research by Stefano Odorico (Transcript Verlag)
- I-Docs: The Evolving Practices of Interactive Documentary Edited. by Judith Aston, Mandy Rose, Sandra Gaudenzi (Columbia University Press)
- Rethinking Documentary: New Perspectives and Practices Edtd.by Thomas Austin, Wilma de Jong (McGraw-Hill Education)
- The Principles of Multimedia Journalism: Packaging Digital News by Richard Koci Hernandez, Jeremy Rue (Taylor & Francis)
- Multimedia Journalism: A Practical Guide by Andy Bull (Taylor and Francis)
- Dictionary of Digital Media by Ramchandra Durai
- Digital Media Revisited (The MIT Press)

**Paper XVI: Multimedia Documentary**  
**(4 Credits/ 50 Marks)**  
**End Semester Practical: 50 Marks**

**Pedagogy:** Discussion, consultation, feedback, supervising projects and projects feedback will be used for this practical oriented paper. Course teacher shall provide detailed guidelines on the procedure and deadlines.

**Practical Project**

The students have to develop a multi-media documentary on a particular theme in groups, with each member having a distinct role to handle a particular medium. The documentary should be live online with text, audio, photo, video elements and visualizations embedded in various forms as required. Evaluation will be based on the individual contribution of each student in the group project based on viva to be evaluated in presence of internal and external examiner (outside the university/outside the department/industry expert). The project will be evaluated out of 20, individual student's contribution will be evaluated out of 20 and the viva performance on the project for each student will be evaluated out of 10.

**Recommended Readings:**

- Interactive Documentary: Theory and Debate by Kate Nash (Routledge)
- The Interactive Documentary Form: Aesthetics, Practice and Research by Stefano Odorico (Transcript Verlag)
- I-Docs: The Evolving Practices of Interactive Documentary Edtd. by Judith Aston, Mandy Rose, Sandra Gaudenzi (Columbia University Press)
- Rethinking Documentary: New Perspectives and Practices Edtd.by Thomas Austin, Wilma de Jong (McGraw-Hill Education)
- The Principles of Multimedia Journalism: Packaging Digital News by Richard Koci Hernandez, Jeremy Rue (Taylor and Francis)
- Multimedia Journalism: A Practical Guide by Andy Bull (Taylor and Francis)
- Multimedia Systems by SK Bansal

**Paper XVII: Immersive Journalism**  
**(4 Credits/ 50 Marks)**  
**Total Marks: 50**  
**End Semester Practical: 50 Marks**

**Pedagogy:** Discussion, consultation, supervising projects and projects feedback will be used for this practical oriented paper. Course teacher shall provide detailed guidelines on the procedure and deadlines.

### **Practical Project**

Developing an immersive journalism project preferably based on community reporting or through ethnographic journalism. The project should carry at least one component online and should have a live link to share. The evaluation will be based on the project (35 marks) and viva on the project (15 marks) in the presence of internal examiner and external examiner (outside the university/outside the department/industry expert).

### **Recommended Readings:**

- Conceptualizing Immersive Journalism by Ana Luisa Sánchez Laws (Taylor & Francis)
- Immersive Journalism as Storytelling: Ethics, Production, and Design, Edtd. by Astrid Gynnild, Esa Sirkkunen, Sarah Jones, Turo Uskali (Taylor & Francis)
- Immersive Longform Storytelling by D. O. Dowling (Routledge)
- Ethnographic Journalism by Anne Kirstine Hermann (Centre for Journalism, University of Southern Denmark)

### **Paper XVIII: Digital Media Art**

**(4 Credits/ 50 Marks)**

**Total: 50 Marks**

**End Semester Practical: 50 Marks**

**Pedagogy:** Discussion, consultation, supervising projects and projects feedback will be used for this practical oriented paper. Course teacher shall provide detailed guidelines on the procedure and deadlines.

### **Practical Project**

Developing a digital media art project with at least one component online and should have a live link to share to showcase the full or the partial art project. The theme should be on a socially relevant issue. The project should distinctly identify the communication purpose. The evaluation will be based on the project (35 marks) and viva (15 marks) in the presence of internal examiner and external examiner (outside the university/outside the department/industry expert).

### **Recommended Readings:**

- Digital Media Foundations: An Introduction for Artists and Designers by Richard Lewis, James Luciana (Routledge)
- New Media Art (Taschen Basic Art Series) by Mark Tribe, Jana Reese (Taschen GmbH)
- Performance Art: From Futurism To The Present by RoseLee Goldberg (Thames & Hudson)
- New Media Installation: Technology in Public Art Edtd. by Shao Qiang Wang (Gingko Press)

## **Semester IV**

In this semester, to ensure a fair distribution of responsibilities, all available faculty members will share a balanced teaching load, with dissertation supervision distributed as evenly as possible. At the postgraduate level, faculty members may supervise dissertations on any topic related to Journalism and Mass Communication, preferably aligned with their area of specialisation. However, students' topic preferences will be given due importance.

Broad dissertation areas will be announced by the available faculty members of the semester after the completion of the third semester examinations. Students will then be asked to submit their preferred areas in order of priority. The allocation of dissertations will primarily be based on merit ranking from the second semester. Final allocations will be made by a departmental faculty panel, taking into account academic performance and attendance up to that point.

Once students are allotted to faculty members for dissertation supervision, each faculty member may consult with their assigned students to finalise the research topic. If necessary, students may be asked to give a brief presentation before the topic is approved.

Importantly, no single faculty member will mentor a student for all three components—dissertation, outreach programme and internship/entrepreneurship. Each student will be guided by different faculty members for each component, ensuring diverse mentorship and broader academic and professional exposure.

### **Detailed Semester Break-up 24 Credits/300 Marks**

#### **Paper XIX: Dissertation - Review of Literature (Preferably specialization based) (4 Credits/ 50 Marks)**

#### **End Semester Practical: 50 Marks**

**Objective:** This is a practical paper which aims to train the students in the process and practice of review of literature. This is the first paper in the series of four papers focusing on rigorous practical exercise of research work completing with submission of masters' dissertation. The theoretical base developed in the previous semester for research will be applied here in detailed exercises and continuous faculty guidance. This paper aims to make the students understand the importance and strategies of review of literature and resulting theoretical framework and identification of knowledge gap before starting the research work. The paper also teaches the students on how to develop and write a good review of literature and theoretical framework. The paper aims to make students realize the importance of theories in research and hone their skill in both deductive and inductive researches based on theories. The project work for this paper will be the base of the chapter of Review of Literature for their masters' dissertation.

**Project Evaluation:** Students are required to present the review of literature as part of their seminar presentation during the end-semester examination. The presentation will be evaluated out of 25 marks by the external examiner(s) through a grand viva, where more than one external examiner will be present. Each external examiner will assess the presentation independently, and the average of their marks will be considered final. Additionally, the respective internal supervisor will evaluate the student separately out of 25 marks. The external examiner(s) may be subject experts from other universities or from different departments within the same university.



**Paper XX: Dissertation -Methodology & Data Collection (Preferably Specialization based)**  
**(4 Credits/ 50 Marks)**  
**End Semester Practical: 50**

**Objective:** This is a practical paper which aims to train the students in developing detail methodology and in collecting data for their masters' research. This is the second paper in the series of four papers focusing on rigorous practical exercise of research work completing with submission of masters' dissertation. The theoretical base developed in the previous semester for research will be applied here in detailed exercises and continuous faculty guidance. This paper aims to make the students understand the importance and strategies of developing methodology and a well formulated data collection process. Apart from developing the sense of the students in identifying suitable method/s, the validation of the right method, choice of sampling, the paper will also help the students in practicing the data collection in actual in appropriate manner along with necessary organization of the data for analysis while in the process of collection. The paper aims to develop a strong methodological foundation of the students along with keen sense of field work training them to collect data in sensible and ethical manner. The project work for this paper will be the base of the chapter of Methodology for their masters' dissertation.

**Project Evaluation:** Students are required to present the section of methodology and data collection as part of their seminar presentation during the end-semester examination. The presentation will be evaluated out of 25 marks by the external examiner(s) through a grand viva, where more than one external examiner will be present. Each external examiner will assess the presentation independently, and the average of their marks will be considered final. Additionally, the respective internal supervisor will evaluate the student separately out of 25 marks. The external examiner(s) may be subject experts from other universities or from different departments within the same university.

**Paper XXI: Dissertation -Analysis & Findings (Preferably specialization based)**

**(4 Credits/ 50 Marks)**

**End Semester Practical: 50 Marks**

**Objective:** This is a practical paper which aims to train the students in the process and practice of data analysis and interpretation of the analysis. This is the third paper in the series of four papers focusing on rigorous practical exercise of research work completing with submission of masters' dissertation. The theoretical base developed in the previous semester for research will be applied here in detailed exercises and continuous faculty guidance. This paper aims to develop the skill of the students in analyzing the data after developing necessary strategies of data analysis as required by the nature of data collected. The paper also teaches the students on how to interpret the result based on the data and how to establish sound and comprehensive findings from the analysis and interpretation. The paper aims to make students realize the importance of rigorous and ethical data analysis process as well as to connect the findings to theoretical framework and to meet the objective of the research. The paper also teaches the students using necessary software for data analysis – both of quantitative and qualitative researches, as required. The project work for this paper will be the base of the chapter of Result or Finding, Discussion and Conclusion for their masters' dissertation.

**Project Evaluation:** Students are required to present the analysis and findings as part of their seminar presentation during the end-semester examination. The presentation will be evaluated out of 25 marks by the external examiner(s) through a grand viva, where more than one external examiner will be present. Each external examiner will assess the presentation independently, and the average of their marks will be considered final. Additionally, the respective internal supervisor will evaluate the student separately out of 25 marks. The external examiner(s) may be subject experts from other universities or from different departments within the same university.

**Paper XXII: Dissertation - Report Writing (Preferably specialization based)**  
**(4 Credits/ 50 Marks)**  
**End Semester Practical: 50 Marks**  
**(Report: 30 Marks, Viva: 20 Marks)**

**Objective:** This is a practical paper which aims to train the students in the process and structure of writing a dissertation. This is the fourth paper in the series of four papers focusing on rigorous practical exercise of research work completing with submission of masters' dissertation. The theoretical base developed in the previous semester for research will be applied here in detailed exercises and continuous faculty guidance. This paper aims to train the students on how to write a dissertation along with necessary citation and reference work in proper chapterisation. The paper develops the understanding of the students on academic writing and developing quality research reports. The paper teaches the students on various ethical premises of writing dissertation along with developing their skill of writing. The project work for this paper will be the full masters' dissertation of minimum 10,000 words for which they have worked in other preceding papers of this semester.

**Project Evaluation:** Students are required to write and submit their Master's dissertation in regular consultation with the respective faculty supervisor. Meeting the prescribed deadlines will be considered part of the evaluation process. The submitted dissertation will be evaluated as part of the end-semester examination, along with a viva voce conducted by the internal dissertation supervisor. While evaluating the dissertation, the supervisor will take into account the timely submission of all sections, as per the schedule declared by the department.

### **Paper XXIII: Outreach (4 Credits)**

**End semester project: 50 marks**

**Objective:** This paper will provide an opportunity for the students to choose a project based on their interest area and future goal. The paper offers an opportunity to the students to do an academic seminar presentation either based on their dissertation work or on any other relevant academic area or to opt for an outreach project that enhances their skill of media outreach. Through these various options the students can hone their skill of academic paper presentation which will benefit them in their future academic career developing research skill. Through outreach projects the students will hone their skill of applying communication and media strategies in the field set up for addressing various real-life problems. The paper thus offers an opportunity for the students either to develop their skill for research oriented academic work or their skill as a professional communicator and/or media practitioner.

**Project:** Students are required to submit a project report on the outreach program they have planned and conducted, within the stipulated deadline and in regular consultation with the faculty. The end-semester project evaluation will be conducted by the department, in coordination with external examiners—who may be from another department or centre within Visva-Bharati, from another university, or from industry. The evaluation will be carried out through a grand viva, where all internal and external examiners present will assess the student individually. The final score will be determined by calculating the average of all marks awarded.

**Paper XXIV: Self-initiated Internship/ Entrepreneurship**  
**(4 Credits)**  
**End-semester Project: 50 Marks**

**Objective:** This paper aims to groom the students in real life environment by giving them the opportunity to do an internship in related field and get industry experience. This paper thus will be helpful for the students in gaining professional experience at par industry standard and to decide on their career path and necessary skills required. In case a student fails to earn a self-initiated internship opportunity in the stipulated time period of the semester, one will still have an opportunity to develop a start-up or self-initiated business project which will help the student to hone their entrepreneurship skill and to understand the requirement for running a successful organization in related field even before completing the coursework. Alternately a student can also develop a self-initiated live project honing their skill of creativity, organization and communication capability.

**Project: (i)** Students are required to submit an internship certificate along with a detailed report on their internship experience. The internship must be self-initiated. Students are also expected to submit a weekly log/report documenting their activities and reflections throughout the internship period.

**OR**

**(ii)** Students may opt to submit proof of their self-initiated entrepreneurship project, along with a comprehensive project report. The entrepreneurship initiative should be undertaken with necessary guidance from faculty members, who will provide incubation-related advice and mentorship.

The end-semester project evaluation will be based on both the quality of the work undertaken and the quality of the report submitted. **Students' regular and timely submission of weekly reports or project updates will also be taken into account during the evaluation process.**

Evaluation will be conducted by the department in coordination with external examiners—who may be drawn from other departments or centres within Visva-Bharati, from other universities, or from relevant industries.

The final assessment will take place through a grand viva, during which all internal and external examiners present will independently evaluate each student. The final score will be determined by calculating the average of all marks awarded.